

### **PART III - SUMMARY**

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Beverly Hills High School, nestled in the western section of Los Angeles, California, the only high school in the city, is located in a suburban, residential community of 32,000 people. Within a ten-mile radius, the city is surrounded by a large cosmopolitan area offering an extensive array of cultural events, academic institutions, athletic venues, and entertainment choices. A large percentage of the residents are professional and business people such as lawyers, doctors, business executives, and film personnel.

Founded in 1928, Beverly Hills High School is a four-year, college-oriented public high school serving 2,112 students. The average class size in 1999-2000 is 25.8, with English, Foreign Language, and Business running slightly lower, and Physical Education and Performing Arts running slightly higher. These averages have been fairly constant over the past 5 years, decreasing slightly from 26.9 in 1995. The student-teacher ratio for 1999-2000 is 17.8, down from 18.9 in 1995-1996. There has been an increase in residents moving into the area from other parts of the world. Approximately 33.5% of the student body is foreign born. These students come to us from 58 foreign countries, most heavily represented by 343 from Iran; 65 from Korea; 50 from Israel; and 50 from Russia. Approximately 51% of the students have a first language other than English. In addition, in agreement with the Los Angeles Unified School District, Beverly Hills High School accepts 120 out-of-district, ethnically diverse students as part of our multi-cultural program. The ethnic composition of our student body is 77.2% white, 13.8% Asian, 4.7% African-American, and 3.8% Hispanic. Over 50% of our students are enrolled in honors/Advanced Placement courses, 8% are designated as special education and 6% are English Learners. These differences among our students provide a rich academic and cultural experience underpinning the outstanding educational process in our school.

The motto of Beverly Hills High School, "Today Well Lived," represents an ideal that finds expression in our mission statement. "The mission of the Beverly Hills Unified School District, the heart of our city's pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and a joy of learning." The school and the community understand the connection between the actions of today and the results of tomorrow. Community support for education has been a long-standing tradition that has enabled Beverly Hills High School to maintain excellent academic and extra-curricular programs. The Joint Powers Agreement between the city of Beverly Hills and the school district, providing \$7 million annually to the schools, has been extended to the year 2001. The Beverly Hills Education Foundation, along with many other community partners, provides invaluable support services for student success.

Beverly Hills High School provides a setting for high academic standards and expectations. Faculty members use a variety of instructional strategies including cooperative learning, team teaching, and computer assisted instruction. Leadership has been provided to assure that the curriculum is appropriately aligned with state frameworks and content standards. Outstanding and widely honored programs such as Advanced Placement, English Learners, Special Education, Performing Arts, Technical Arts, Athletics, and ROP combine with an exemplary core curriculum and reflect the training and talents of the teachers, as well as the remarkable facilities and resources available on campus. There are 971 students enrolled in 41 sections of honors classes in 8 subjects; and 908 students enrolled in 38 sections of advanced

placement classes in 15 different courses. Last year 20% of our student body took Advanced Placement exams; 80% of those 423 students, who took 868 Advanced Placement tests, scored 3 or higher compared to the national average of 64%. In 1998-1999 the average SAT I math score was 591, compared to 514 for California and 511 for the nation, with 49% of our students scoring in the 600-800 range. Average SAT I verbal scores were 548 for Beverly Hills High School, compared to 505 for California and 497 for the nation, with 34% of our students scoring in the 600-800 range. Our students also have access to hands-on training and performance opportunities in the performing arts, architecture, broadcasting, journalism, computers, and athletics. Some of the facilities available to students include an auditorium, a 180 seat theater, a CAD lab, a photography lab, student computer labs, a radio and TV station, a journalism room, a planetarium, a pool, and a recently renovated athletic track and football field.

Beverly Hills High School employs 118.6 certificated staff members, working in their respective areas of academic preparation or competence; 73 % have masters or doctoral degrees. Over 70% have worked in the district for 10 or more years, with an average of 17.4 years of service. These figures attest to the stability and experience of the faculty. In addition, the Guidance department at BHHS is a model program, outstanding in its commitment to student success. The counselor, the hub of a wheel of services, facilitates an integrated program that consists of academic counseling, guidance curriculum, individualized student planning, and student support systems designed to help students steer an appropriate path through high school. The entire staff of Beverly Hills High School has created an educational environment committed to student success in every area of every student's life. The combination of programs offered serves to address student needs in the areas of interpersonal relationships, mental and physical health, safety, character development, intellectual stimulation, artistic appreciation, skill development, and academic counseling. As a school and as a community, we are committed to the success of our students. This commitment to equip students for life-long excellence gave birth to this campus in 1928 and continues to be the major thrust propelling us into the 21<sup>st</sup> century.

## **PART IV – VISION/MISSION STATEMENT**

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The Beverly Hills Unified School District utilized the Strategic Planning model developed by Dr. William C. Cook. In August 1993, a Planning Team of 29 members representing the schools and the larger community developed a Strategic Plan which articulated the beliefs, mission statement, objectives, policies, and strategies to set a course for the district for the next five to seven years.

The statement of beliefs drafted by the Strategic Planning Team include every person's rights to thoughts and ideas, to personal safety, to the basic necessities of life, and to education; they also recognize the importance of diversity, family, change as an agent of progress, and self-respect, as well as respect for the human dignity of others.

The following Mission Statement was developed in keeping with these beliefs: "The mission of the Beverly Hills Unified School District, the heart of our city's tradition of pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic, interdisciplinary curriculum ; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and a joy for learning.

Three specific objectives were developed to make the Mission Statement a reality. (1) All students will be prepared for higher education and/or employment within this rapidly changing global society. (2) 100 percent of our students will have the skills and character to deal effectively with problems. (3) 100 percent of our graduates will feel satisfied with their preparation for post-graduate pursuit.

The policies delineated are the limitations we place on ourselves as a district. These are the things we will always do or things we will never do. (1) Nothing will take precedence over the elementary through secondary instructional program. (2) We will not tolerate prejudicial discrimination by anyone. (3) We will practice participative management throughout the organization.

To ensure the achievement of the objectives, the committee identified and enumerated ten strategies. These strategies include a dynamic and interdisciplinary curriculum, comprehensive adult education, community support, staff effectiveness, a climate of mutual understanding and respect, student-centered instructional practices, stakeholder decision-making, funding and resources, state-of-the-art technology, and an optimal physical plant. Each strategy includes an action plan with specific recommendations.

In October 1993, Action Team leaders were selected, trained, and assigned to a specific strategy. Over 200 people from all segments of the community were recruited from the schools and community to serve on Action Teams and develop action plans that implement the strategies and support the central mission. Specific action plans were recommended to the Board of Education on May 9, 1995. The Superintendent met with team leaders on January 12, 1999 to evaluate the progress of the action plans in furtherance of the district vision.

This vision/mission statement process represents the high school as well as the district as a whole. The Mission Statement and key elements of the school-community vision are posted in every classroom and printed in the *Norman Guide* and "9<sup>th</sup> Grade / New-to-District Bulletin." Beverly Hills High School is committed to actuation of the beliefs, the mission, the objective, the policies, and the strategies. They are the focal point for all of our changes and growth.

## **A. Student Focus and Support**

### **A1. How would you describe your student population? What are your students' needs? How do you assure that the needs of all students are met?**

Approximately 33.5% of our student body is foreign born. These students come from 58 foreign countries, most heavily represented by 343 from Iran, 65 from Korea, 50 from Israel, and 50 from Russia. Approximately 51% of the students have a first language other than English. In addition, in agreement with the Los Angeles Unified School District, BHHS accepts 120 out-of-district, ethnically diverse students, making the total of our student body approximately 77.2% white, 13.8% Asian, 4.7% African-American, and 3.6% Hispanic. Over 50% of our students are enrolled in honors/AP courses, 8% are designated as special education, 3.8% as Section 504 (Rehabilitation Act), and 6% as EL (English Language Learners). These differences among our students provide a rich academic and cultural experience, converging in the area of education. In student surveys taken in 1998 and 1999, 93% and 92% of the students, respectively, agree that "Getting a good education is important to me." This student goal mirrors the commitment to education expressed in the mission statement and objectives of this district.

In keeping with this goal, BHHS utilizes a full array of needs assessment and data acquisition tools to determine and to meet the needs of our students. The Guidance Department, consisting of a Guidance Director and 7 full-time credentialed counselors with specializations in pupil personnel services, facilitates an integrated program of academic counseling, individualized student planning, and student support systems to help students steer an appropriate path through high school. Each student is assigned to a counselor and a single assistant principal for his/her entire 4 years at the high school. A student-counselor ratio of 262:1 ensures that students receive frequent personal attention.

A variety of needs assessment tools is also used to ensure that all students have access to appropriate curriculum. New-to-district EL students are tested for placement in five home languages – Farsi, Russian, Hebrew, Korean, and Spanish – to evaluate proficiency levels in their home language compared to proficiency levels in English. Each student is given an ILP (individual learning program) stating the specific skills needed to ensure success in learning.

New-to-district students are given 1 of 2 math placement tests: an apropos test for English speaking students or a non-verbal symbol based test for EL students. The EL Coordinator monitors grades for problems in core curriculum classes. Targeted students are counseled; and plans are made for special assistance, such as tutoring. Support results in fall 1998-99 indicate that 58.4% of the students counseled improved their performance in 3-4 classes.

The English department utilizes the ITBS and the Sophomore Writing Proficiency Exam (SWPE) to identify students requiring remediation in reading and writing. Objective and written tests and teacher recommendations are used to determine student placement in honors/AP classes. The success of students in the honors/AP programs is evaluated each June, and appropriate program changes are made. Students move into and out of remediation classes based on grades, test results, and teacher recommendations.

Another facet of student needs assessment involves the Child Study Team (CST) that meets bimonthly to discuss students who have been referred by a counselor, a teacher, a parent, or the student. Each case is discussed, and an appropriate remedy is selected. Some options include interventions, monitoring, Section 504, or special education assessment. IEP goals are written for students eligible for special education services, including the Resource Specialist Program, the Special Day Class, and related services. Special needs students receive modifications and accommodations specific to their disabilities.

Teachers are also an integral component in assessing student needs. They may make student referrals to counselors for other educational services: peer tutoring by CSF (CA Scholarship Federation) students, the Guidance class, SARB (School Attendance Review Board), and/or the district continuation school (Moreno High School). Teachers use a wide range of assessment information to modify curriculum and instruction: student achievement data routinely gathered and analyzed include grades; results from Stanford 9 Tests, PSAT's, SAT I's, SAT II's, Golden State Exams, AP Exams; departmental placement and final exams; and performance awards in various subject areas. The administration distributes a school-wide report of student grades by department and also generates an underachiever's report each semester for counselors, who call students and parents to make necessary placement adjustments or referrals to a CST. These reports were the impetus for the Guidance class to assist at-risk students. Teachers in testing departments received individual Stanford 9 test results to evaluate the effectiveness of curriculum and teaching methodologies, as well as individual student needs. Special education teachers review student grade reports, and as part of each year's IEP meeting, examine goals, administer tests to measure growth, and discuss results with parents and students.

**A2. What nonacademic services and programs are available to support students, and how do they relate to the student needs and school goals identified**

Non-academic counseling services available to students during school hours cover a wide variety of needs. A formal program of confidential, peer conflict mediation, in existence since 1995, helps to resolve issues of mutual respect. As of 1999, 10 adults and 60 students had been trained. Roughly 10-15 cases per year are mediated. The Maple Center (a community counseling service) provides direct clinical services to approximately 125 students per year; indirect contact is provided to approximately 50% of the students via seminars and presentations. In the last 5 years approximately 60 supervised on-campus interns, each of who was a master's level or Ph.D. candidate, met with student referrals weekly. Last year 8 interns served on campus; this year 10 interns are scheduled. A full-time school psychologist (assessment, school crisis counseling, and DIS [Designated Instructional Services] counseling for special education) and a part-time school intervention specialist (on-going intervention with mainstreamed students/classes) are also available on campus for students. Referrals to the intervention specialist are made through student self-referral, teachers, counselors, administrators, parents, or the CST; referrals to the psychologist are made through counselors or the CST (See A1). The school psychologist works with 12 students through IEP/DIS counseling, and the school psychologist and intervention specialist work with students in crisis. CSF and Academic Decathlon students have provided lunch tutoring services. These interventions on behalf of all students have resulted in a 0% drop out rate for the past 5 years.

BHHS also has a positive school-wide focus on the safety, health, and well being of students. Physical health related needs are identified by one full-time and one part-time school nurse, and appropriate referrals are made. All 10<sup>th</sup> grade students receive vision and hearing screening. This year UCLA and Century City Hospital residents provide complete physicals on campus for athletes, are available to examine sports injuries and make appropriate referrals, and are at all Frosh/Soph, JV, and Varsity football games. Our Safe School Plan includes procedures for reporting disasters, child abuse, and sexual harassment; teacher notification on dangerous students, suspension/ expulsion procedures, school rules and regulations, dress code prohibiting "gang related apparel," and school discipline. School-wide standards relating to student behavior are reviewed on the first day of each semester, and students sign a Student Responsibility

Contract. Areas covered include school attendance; drug, alcohol, and tobacco regulations; the cheating policy; appropriate attire; closed campus; and appropriate behavior.

The CA Safe School Assessment Report is completed monthly. The BH Fire Department partners with the school on emergency preparedness, hazardous material disposal, and safety walk-throughs. Each classroom is equipped with an emergency medical supply box and a gallon of water. Additional supplies for students are housed in two portable sheds on the athletic field. All administrators have been trained as Ham radio operators and are a part of the city's Disaster Communication System. In 1999-2000, a BHPD police officer has been assigned to teach a course in Police in Government and be on campus the entire school day. BHHS also has a closed campus. Five full time security guards, 1 BHPD officer, and 4 administrators actively supervise the campus. Security is further augmented by this year's installation of 6 of the proposed 16 surveillance cameras throughout the campus. The BHPD Swat Team conducts training on periodic weekends, learning the school plant and facilities. New school-wide PA and phone systems are being installed to facilitate efficient communication. The 1998-99 California Healthy Kids Survey, given to 9<sup>th</sup> and 11<sup>th</sup> graders, revealed that 94% of 9<sup>th</sup> graders and 97% of 11<sup>th</sup> graders felt safe at school.

### **A3. How does your school determine and address the developmental needs of students as they move from grade to grade?**

School-wide guidance and counseling, in conjunction with other programs and services, embody the major strategies for determining and addressing the developmental needs of our students: (1) helping students move from grade level to grade level, with programs tailored to meet individual needs, as well as all graduation and competency requirements; (2) college advisement, including writing over 900 recommendations and processing over 3500 applications to colleges and universities all over the world; (3) course development recommendations, based on working with present students and interviewing graduates at various colleges; (4) vocational/career counseling, referrals to the College Career Center and the AEP; and (5) personal, psychological, and social counseling as requested (See A1). The guidance staff also presents informational programs designed to ease student transitions: Sophomore/Junior College Night; Junior/Senior Night; Independent College Night; College Knowledge; College Essay Writing; Financial Aid; College Focus, a video program; The Breaking Away Process; and an orientation program for parents of new-to-school 9<sup>th</sup>-12<sup>th</sup> graders. Once the school year has started, counselors review student academic progress and requests for program changes and provide support services as needed to ensure a continuation of developmentally appropriate programs. Students not meeting their academic goals are counseled in ways to improve their performance or to bridge to other paths. The AEP Counselor administers a Vocational Interest Survey to all 10<sup>th</sup> graders to determine future internship offerings.

The role of the CST and the EL program in easing transitions and establishing developmentally appropriate placement for students is discussed in A1, C2, and C6. Appropriate placement for special education students, as they move from grade to grade, is determined by their case carriers. Transitioning success is attested to by the fact that approximately 76% of these students are mainstreamed for 83.3% of the day, and 90%, or higher, of special education students meet high school requirements or IEP goals for graduation. The developmental needs of students in the regular education program are discussed in C2.

**A4. What co-curricular activities are available for students and how do those activities extend the academic curriculum?**

Efforts to ensure that all students do connect through co-curricular activities involve publicizing opportunities through Club Week, the Daily Bulletin, assemblies, the Web page, KBEV, and other school publications. Student performances also advertise school activities and encourage students to participate. Performing arts and journalism students go to 8th grade classes at the middle schools to recruit students, and a September orientation program for all incoming and new-to-district students presents opportunities in performing arts, activities and clubs, community service, conflict mediation, athletics, spirit, and dance.

These extensive efforts have resulted in a high level of student participation. BHHS offers competition for 21 teams at the varsity level and 32 teams at other levels, a spirit squad, a dance team, and a dance-performing group. Approximately 700 students (30%) participate in athletics throughout the year. In January 1999, 554 students were enrolled in sports teams – 323 males and 231 females. There are 58 Asians, 59 African-Americans, 3 Filipino, and 21 Hispanic students on teams. There are also about 500 students participating in 45 clubs and 23-33 students in leadership, approximately 56% girls and 44% boys last year. In addition, 450 students (about 21% of the student body) participated in community service activities. In December 1998, 29 students worked over 200 hours gift wrapping at a mall to raise over \$14,000 for the National Asthma Center/National Jewish Hospital.. Approximately 40 students participated in 8 science competitions, 9 students in the Academic Decathlon, and a host of students in math, English, and social studies competitions. The technical and the visual arts and the performing arts programs also engage in numerous competitions. Approximately 50 students a year (for the past 65 years) have participated in the Albion Street (an inner-city elementary sister school) Program. BHHS students raise over \$2,000 a year to purchase a gift for each student, the Madrigals sing, the ASB president plays Santa Claus, and the students spend the day participating in the classrooms. A 1999 student survey revealed that 65% of our students participate in school activities ranging from frequently to regularly.

**A5. How does your school address the accessibility of its facilities to students and others with disabilities?**

A recent modernization bond passed by the community has authorized the school to add three new elevators, numerous ramps, accessible equipment in every bathroom, width and hardware modifications to doors; to expand the widths between shelves in the library; and to create one handicapped lab station per science and art classroom consistent with the requirements of the Americans with Disabilities Act. To facilitate locker use by handicapped students, the school is also considering the purchase and uniform use of digital locks. Other modifications that have been made in the past few years to ensure disabled persons have access to all facilities and programs include yellow tape or paint on appropriate stairwells to assist the visually impaired and changing teachers' room assignments to wheelchair accessible locations.

**B. School Organization and Culture**

**B1. How does the culture of your school support the learning of all its members and foster a caring community?**

According to the CDS visiting team, "There is a climate at BHHS, which promotes learning among all students and staff. It is an excellent model of a California Distinguished School [CDS]." All stake-holders constitute a collaborative team committed to student

achievement and continuous school improvement. Collective inquiry, responsible decision-making, and reflection are woven into the very structure, policies, and daily operations of the school. The House system fosters a caring community and supports student learning (See A1 and A3). In addition, parents, students, teachers and administrators are members on most school-wide committees (See E1). Students have access to inquiry, reflection, and responsible decision-making through the ASB class, the House of Representatives, and student membership on the Board of Education. Teachers have the same opportunities in department and staff meetings, Secondary Education Council (SEC) meetings, and BHEA representative meetings with the principal. All administrators in the school have “an open door” policy, resulting in a continuous flow of communication.

Courtesy, respect, and appreciation are critical components of the school culture at BHHS and fundamental to fostering a caring community. Strategy 5 of the district Strategic Action Plan 2000 Plus declares: “We will create a climate of mutual understanding and respect,” through curriculum strands that teach sensitivity and respect for difference, expanding conflict mediation programs (See A2), and expanding cultural diversity activities. Rules governing these basic tenets are also enumerated in virtually every school publication, and district policies on sexual harassment are distributed to every student and teacher in the school. The high school principal also talks to all PE classes and sports teams about sexual harassment, conflict mediation, and athletes as role models and leaders in the school.

According to the CDS readers, “The celebration of cultural diversity and the multicultural program, including clubs, literary magazine, and heterogeneous grouping are to be commended.” Some of these clubs, celebrating Jewish, Korean, Black, Chinese, and Latino Cultures, participate in activities designed to expand cultural awareness, such as Cultural Awareness Week and special assemblies. *Voices Around the World* is discussed in C5. These efforts resulted in 83.8% of the students surveyed in 1998 and 84% surveyed in 1999 agreeing that “The high school adequately addresses multicultural diversity....” Professional development has also included an emphasis on respect for diversity through programs such as “Tools for Tolerance” provided by the Museum of Tolerance, to staff on September 10, 1999. Classes also reflect the diversity of the school, including several significant ethnic divisions within the white population: of the 77.2% white students, 17.5% are Iranian, 3% are Israeli, and 2.1% are Russian; 4.9% of the population is African-American, 3.5% Korean, and 4.2% Hispanic. During the 1998-99 school year, Of the 367 Iranian students, there were 201 members (95 males and 106 females) or 55% of that population in the Honors/AP program. Of the 62 Israeli students, there were 35 members (14 males and 21 females) or 56% of that population in the Honors/AP program. Of the 45 Russian students there were 24 members (4 males and 20 females) or 53% of that population in the Honors/AP program. Of the approximately 1360 other white students, 620 members (291 males and 329 females) or 46% of that population is in the Honors/AP program. Of the 105 African-American students there were 19 members (10 males and 9 females) or 18.1% of this population in the honors/AP program. Of the 74 Korean students, there were 54 members (25 males and 29 females) students or 73% of that population in the Honors/AP program. Of the 79 Hispanic students, there were 30 members (10 males and 20 females) or 38% of this population in the honors/AP program. According to the CDS visiting team, “Multiculturalism permeates the content areas at BHHS. There is a strong respect for diversity at the school....”



**B2. What opportunities do students have to build sustained and caring relationships with teachers and other adults? How does your school promote a healthy peer climate among the students?**

Students, teachers, and administrators work together in clubs, activities, competitions, school-wide committees, and programs such as conflict mediation and community service (See A4 and B1). ASB also works within the school community to promote new clubs, blood drives (93 pints were donated last year), and the student House of Representatives (See C1). Approximately 61 teachers (about 50% of the staff) worked closely with students outside of the classroom through sponsorship of one or more clubs, activities, classes, and/or teams last year. Teachers also meet with students before and after school and at lunch to provide assistance with course work and college applications. Students build sustained and caring relationships with adults through participation in community internships (See G1), in community outreach programs (See B4), and on history and art study trips to Europe. In general, students have extensive opportunities to interact with and build strong relationships with adults.

Teaching relational sensitivity and respect for differences to all students is also accomplished through serendipitous opportunities. In January 1999, *Highlights*, the school newspaper, dealt with the issues of diversity at the high school. One of our seniors took this opportunity “to be open and truthful about his homosexuality....” Following the publication of the article, he experienced some homophobic behavior from some students. The student met with his counselor and shared his distress. The counselor then set up a meeting with the student, his mother, his counselor, a health teacher and GLSTN (Gay, Lesbian, and Straight Teachers Network) member, the Teen Line Coordinator, and the principal to address this inappropriate behavior among some members of the senior class and to further educate faculty members on the need to be sensitive to gay and lesbian students. Kevin Jennings, executive director of GLSTN and nationally recognized speaker on tolerance, was asked to meet with the senior class. His powerful presentation had a major impact on the students. In a scheduled presentation to the faculty at a subsequent June staff meeting, the student indicated that he had received an outpouring of support from other students and an abatement of the previous homophobic behavior. He explained his feelings and experiences over the past four years and gave staff members some suggestions about how they could interact more effectively with gay and lesbian students. This reaffirmation of the need for positive interaction and respect in all relationships is consistent with our overall mission and objectives.

**B3. How are teachers hired in your school? How are teacher assignments made?**

The Personnel Director initiates formal recruitment through advertisements internally and in professional journals, at colleges, universities, job fairs, on the district Web site and in newspapers. Informal recruitment occurs through student teachers, teacher networking, and former students who return as teachers. The department and the administration screen new teacher applications, looking for proper credentials, subject area mastery, involvement in professional organizations, community activities, and outside interests. Applicants are interviewed and recommended for hire by a committee consisting of an administrator, the department chair, and at least one other teacher from the department, who address subject area specialty, classroom management strategies, interpersonal skills, needs modification issues, personal educational philosophy, and some instructional demonstration. The principal checks references, reports back to the committee, and makes a final recommendation to the personnel office.

Department chairs discuss assignments, rooms, and teaching periods with the administrative team at a master schedule planning session. Teacher assignments are then made by the appropriate department chairs, taking into consideration student needs and interests (based on scheduling choices and assessment data), teacher requests, teachers' credentials and training, demands of the master schedule, and availability of facilities. While teachers are generally assigned to teach various classes and levels within a department to facilitate student placement options, all teachers teach in their area of credential specialty.

**B4. What is your school's plan for school safety, discipline, and drug prevention? What is your record for the past five years?**

The table reflects the total number of student suspensions. Percentages indicate the portion of the total student body involved in those infractions. Aggressive education and discipline have resulted in a 14% decline in incidents and a significant 26.2% decrease in the number of students involved in fights, 15-20 students opting for conflict mediation last year as a positive alternative to fighting.

<b>OFFENSE</b>	<b>1994/1995</b>	<b>1995/1996</b>	<b>1996/1997</b>	<b>1997/1998</b>	<b>1998/1999</b>
Fighting	(42) 2.2%	(35) 1.8%	(36) 1.8%	(30) 1.4%	(31) 1.5%
Disruptive	(9) 0.5%	(12) 0.6%	(18) 0.9%	(18) 0.9%	(20) 1.0%
Vandalism	(4) 0.2%	(4) 0.2%	(1) 0.1%	(0) 0.0%	(3) 0.1%
Smoking	(8) 0.4%	(7) 0.4%	(6) 0.3%	(6) 0.3%	(2) 0.1%
Knife	(2) 0.1%	(1) 0.1%	(0) 0.0%	(2) 0.1%	(1) 0.1%
Drugs	(9) 0.5%	(15) 0.8%	(5) 0.2%	(7) 0.3%	(12) 0.6%
Profanity	(8) 0.4%	(10) 0.5%	(7) 0.3%	(14) 0.7%	(6) 0.3%
Stealing/Cheating	(13) 0.7%	(19) 1.0%	(17) 0.8%	(8) 0.4%	(2) 0.1%
Dangerous Object	(3) 0.2%	(0) 0.0%	(6) 0.3%	(1) 0.1%	(2) 0.1%
Truant	(4) 0.2%	(6) 0.3%	(5) 0.2%	(6) 0.3%	(6) 0.3%
Sex. Harassment	(0) 0.0%	(0) 0.0%	(2) 0.1%	(0) 0.0%	(0) 0.0%
<b>Total Students</b>	<b>1,934</b>	<b>1,985</b>	<b>2,058</b>	<b>2,107</b>	<b>2,101</b>
<b>Total Violations</b>	<b>102</b>	<b>109</b>	<b>103</b>	<b>92</b>	<b>87</b>
<b>Total Susp. Days</b>	<b>212</b>	<b>257</b>	<b>248</b>	<b>197</b>	<b>206</b>

According to the CDS visitation team, "BHHS is a safe, secure, clean campus." The school administration has taken a proactive approach to education and discipline (See A2), and

overwhelming compliance with school expectations is evident in the findings presented in the data table. Each August a registration packet mailed home to each family includes regulations that delineate proper codes of student behavior. These regulations educate students about drug/alcohol use, dress code, the sexual harassment policy, the cheating policy, and general conduct (See A2). Teachers, in assuming primary responsibility for behavior intervention, present classroom rules governing appropriate behavior and consequences for student violations, ranging from verbal correction to an 8<sup>th</sup> period detention assignment that has been added this year. For continued or more serious offenses, teachers may write a referral to the student's assistant principal. Some violations have discipline mandated by state law or district policy: students are suspended for fighting; expulsion proceedings are initiated for the possession, use, or sale of drugs and alcohol; and parents are required to pay for the restoration of any damage caused through vandalism.

Education in safe and healthy behaviors is promoted through materials (discussed above), programs, and classes. Health, science, and PE courses contain research-based projects in nutrition and physical activity; prevention of drug, alcohol, and tobacco use; and HIV/AIDS and STD. Assemblies presented to students have included AIDS education awareness programs. Services offered to the students include conflict mediation, TAP (Tobacco Awareness Program), TEG (Tobacco Education Group, required for students who do not wish to pay the \$60 ticket); Safe Rides, and Teen Line. Local law enforcement agencies partner with the high school through ticketing of smokers, being a visible on-campus presence at school activities, and attending the senior assembly prior to the prom to emphasize the school's no-drinking policy and to reiterate the legal consequences of alcohol consumption. The PTSA distributes 35 cents and the number for Safe Rides to every couple as they enter the prom.

In the 1999 BHHS student survey, 63% of the grade 9-12 students responding indicated that "Health classes, assemblies, and other school programs had influenced my attitude toward using drugs and alcohol." The effectiveness of these programs is further reflected in the increased awareness of the harm of the frequent use of alcohol and tobacco from 9<sup>th</sup> to 11<sup>th</sup> grade, as reflected in the California Healthy Kids Survey: 93% of 9<sup>th</sup> graders and 95% of 11<sup>th</sup> graders believe that frequent use of tobacco is harmful; 91% of 9<sup>th</sup> graders and 95% of 11<sup>th</sup> graders believe that frequent use of alcohol is harmful.

### **C. Challenging Standards and Curriculum**

**C1. How does your curriculum serve the broad goals for student learning and development that the public generally expects education to achieve: personal and intellectual growth, citizenship, and preparation for work and higher education? What relative emphasis do you place on these goals in your curriculum?**

As it is part of the Mission Statement of this school "to ensure that our students are humane, thinking, productive citizens...", opportunities for personal and intellectual growth for all students are infused into our overall school program. Our curriculum, appropriately aligned with State Frameworks and content standards, is accessible to students at every ability level and is sequentially designed to facilitate content mastery. Programs such as 18 AP courses, acclaimed performing and technical arts courses, 53 athletic teams, and a full continuum of EL and Special Education courses reflect the opportunities, facilities, and resources available to students. Recognizing that not all students learn rigorous core curriculum in the same way, teachers employ a variety of methodologies ranging from vertical instruction to team-teaching to cooperative learning. Both formal and informal data on Beverly graduates reveal that our

students are well prepared to enter post-graduate work. Last year 95% of our graduates matriculated to college; 70% of them met the A-F course requirements for the University of California (UC). Of the 84 students who enrolled, 76.2% met the Subject A writing requirement.

Career development is infused in the program through career-simulated assignments and projects. Applied Economics in the Social Studies department and Hotel Management, Small Business, Sports Medicine, and Sports Marketing classes in the ROP program involve students in a variety of career-vocational learning experiences. In the Architecture class, the student becomes the architect (See C6 and D4). The Broadcast Journalism class produces weekly newscasts, and the Journalism class publishes one of the few remaining student-run weekly newspapers in the country. The TV Production class has all of the technical responsibilities from cameraman to director. Career education and real-life applications are also found in most of our texts. Math teachers are using the CBL (Computer Based Laboratory) to collect data related to physics and chemistry, and Hi-Map units, including networks and voting techniques, are used in Finite Math group projects. Specific workplace learning classes fall under the aegis of the Applied Education Program (AEP). Last year 245 students participated in Community Internship, Work Ability, and ROP programs. Last spring, the AEP, BH Chamber of Commerce Education Committee, and the BH Rotary Club sponsored a school-wide Career Day, inviting 95 guest speakers from a variety of vocational backgrounds to address the entire student body in small student-selected career interest groups.

Appreciation for and participation in the practices of democracy are instilled in our students through a combination of curriculum and activities. Through social studies, business, ASB, and ROP, students are able to participate in trips to the LA Superior Court, school-wide mock elections, statewide leadership conferences, the Presidential Classroom, a business law class, the Police in Government class, and voter registration. Students are also encouraged to participate in community service activities (See F5). Students, acting as agents of change through appropriate channels within the school and the district, have successfully petitioned the Board of Education for a student board member, who then won the right to make and to second motions on June 13, 1995. Students successfully initiated proposals for lights on the athletic field and the mandatory recitation of the Pledge of Allegiance. Humane citizenship also involves appropriate interpersonal relationships. The entire school community is committed to the vision of enabling students to develop an appreciation for cultural differences through classroom curriculum, programs, and activities and of extending respect to every person (See A4 and B1). The character development and ethical judgments essential to good citizenship permeate every aspect of our school life. Bio-ethics are covered in science; character development is discussed in English social studies, health, and virtually every area of the curriculum. In addition, school policies relating to cheating, sexual harassment, and clearly delineated school expectations can be found in the school regulations, the Student Responsibility Contract, individual course prescriptions, and the Athletic Contract. Character development is not viewed as an isolated concept at BHHS; it is an integral part of a student's education.

**C2. How is your school organized to provide for differing student academic needs within the school's goals, priorities, and curriculum?**

That "Every person deserves the opportunity to achieve his or her potential" is a fundamental conviction governing the organization of the school community and the decisions about student groupings and scheduling. Groupings are determined by assessment data that reflects student needs and abilities. Special education students are placed in the least restrictive

environment based on their IEP (See A3). EL students move into more challenging groups based on content mastery. EL 1 and 2 students receive sheltered instruction in social studies, science, and math. Mastery is determined by exit test results (the LAS Oral Language assessment and Gates-McGinitie Reading tests), writing samples, teacher recommendation, and class grades. In EL 3 and 4, CTBS and Michigan tests, as well as a writing proficiency test, are used for exit assessment. Students who demonstrate mastery are advanced into appropriate program placements. Last year 100% of EL1 students moved to EL2; 54% of EL2 students to EL3; 59% of EL3 students to EL4; and 50% of EL4 students were re-designated into English classes.

Regular program students in the English department, reading two or more years below grade level, are placed in a reading class, where they receive a modification of the core curriculum. Modifications are also made in social studies, science, math, and foreign language. These modifications are designed either to bring students to grade level performance or to provide them with a full range of educational experiences. In English and math, students exit the specialized classes based on standardized test results, course grade, and teacher recommendation. Between 9<sup>th</sup> grade and 11<sup>th</sup> grade, there is a reduction of 60% in the number of students in the specialized reading classes. Students move into the honors/AP programs for the following year by meeting one or more of the following criteria: passing content-specific placement exams, having a designated grade point average, and/or receiving the teacher's recommendation. In 1999 in English, 43 regular-program 9<sup>th</sup> graders qualified for 10<sup>th</sup> grade honors; 28 regular-program 10<sup>th</sup> graders qualified for 11<sup>th</sup> AP; and 13 regular-program 11<sup>th</sup> graders qualified for 12<sup>th</sup> AP.

**C3. How do you ensure that diverse learners (for example, students with disabilities, gifted and talented students, students with limited English proficiency, migrant students, and students placed at risk) all have the opportunity to learn challenging content and achieve at high levels?**

At BHHS each student's path leads through a rigorous core of learning expected of all high school graduates. Students interested in attending college are offered honors, accelerated, and 18 advanced placement classes consisting of 35 sections and 890 enrollments in the areas of English, foreign language, math, computer science, social studies, fine arts, and science. Students interested in a broader vocational path are offered ROP (Regional Occupational Program) classes, a practical and fine arts curriculum, and AEP, which assists students to find community internships. Many students are in a combination of paths, depending on their individual skills and interests. BHHS also offers gifted and talented students the opportunity to participate in additional challenging learning experiences. Students are exposed to artistic stimuli through field trips to LACMA, the Getty Museum, the Huntington Library, visiting artists and art school presentations. Advanced level Spanish students attend productions of Spanish plays at the Bilingual Foundation of the Arts. Performing Arts students have opportunities to compose music, write plays, conduct the orchestra, direct musical groups, and participate in festivals. Students may also take courses from local colleges and universities. Administrators, counselors, and teachers have successfully encouraged students from groups traditionally underrepresented in colleges and universities to pursue paths that will lead to admission to a 2 or 4 year college and have provided scholarship opportunities and college recruiters to speak to African-American students about the college admission process. Of the 26 African-American and 15 Hispanic seniors in 1999, 97% matriculated to a 2 or 4 year college.

Special Education teachers work with regular education teachers to modify assignments; use special education aides in the general education classes to help special education students; and allow extended time for assignments and tests. The entire department creates or modifies curriculum to parallel courses in the general education program to meet the needs of individual students. Teachers use SDAIE in teaching the various levels of EL. Curriculum for each EL level contains instructional objectives in speaking, listening, reading, and writing. EL 1 and 2 students receive sheltered instruction in social studies, science, and math. EL 1 and 2 students use graded readers that complement as well as challenge reading levels. Literature used in EL 3 and 4 is drawn from the 9<sup>th</sup> and 10<sup>th</sup> grade English curriculum.

Vertical teaching is also used throughout the school to ensure that all diverse learners have the opportunity to learn challenging content. In physical science, for example, basic circuitry is coupled with an understanding of Ohm's Law; physics encompasses more complex circuitry including resistors, capacitors and multimeters with Kirchoff's Laws; and in AP physics, advanced circuitry is combined with intricate notions of electricity and magnetism including Gauss' and Ampere's Laws. In English all students study Shakespeare. Developmental and resource classes read the plays in a parallel text.

#### **C4. What is the process for continuous curriculum renewal at your school? What questions about curriculum is your school currently addressing?**

Our comprehensive process for curriculum renewal is guided by the school's objectives and mission statement and governed by the needs of students, as reflected in assessment tools, curriculum standards, and educational research and practices encountered in staff development. As a part of the regular review of student grades and testing data, a wide variety of courses have been developed over the past 5 years. The administration distributes a schoolwide report of student grades by department and generates an underachiever's report each semester for counselors. These reports were the impetus for the highly successful Guidance class, assisting at-risk students. General Math, Math Workshop, Math A, Math B, and Everyday Spanish were also added to the curriculum to address the needs of low performing students. This on-going evaluation of assessment data includes state-wide tests such as the Stanford 9 and Golden State Exams. The distribution of results to the staff has resulted in curriculum alignment in language arts and physics, respectively, ensuring that students are covering appropriate content in a timely fashion. Curriculum renewal for high achieving and/or talented students is also regularly reviewed. Recommendations for new courses have been generated by teachers, guidance counselors, or administrators, as well as students requesting more challenging or interesting course selections. AP Composition, AP Statistics, AP Computer Science, and AP Spanish Literature have been added to the curriculum along with Astronomy, Film and Cinema, Computer Graphics, Police in Government, and Cartooning – all of which respond to student needs and align with the stated objective of this school that "All students will be prepared for higher education and/or employment within this rapidly changing global society."

Responding to educational research on flexible scheduling and interdisciplinary classes, a 9<sup>th</sup> grade humanities core program was initiated four years ago for 100 students in the English

and social studies departments. Last year, responding to articulated student needs, this concept was expanded to include one 11<sup>th</sup> grade AP English class blocked with an 11<sup>th</sup> grade AP US History course to allow each teacher to double time with students, to better integrate curriculum, and to provide enrichment opportunities through the arts. One year's worth of results indicate that integrating AP Language and Composition with AP U.S. History produces better performance in both subjects. Students in the combination class had higher pass rates and higher average scores than students who took both AP classes separately. Responding to recent nationwide events and "Tools for Tolerance," teachers from English, math, PE, science, and social studies are discussing a new class dealing with issues of diversity, conflict, and tolerance.

Every department in the school aligns its curriculum to changes in state curriculum and content standards, normally during department meetings, summer workshops and/or staff development time. Recent changes in English and mathematics involved aligning teaching practices to those content standards. Curriculum and teaching practices are also reviewed through the WASC accreditation process. We are currently addressing the addition of technology to our instructional practices. As a digital high school we have new opportunities to integrate computers and the Internet into traditional core subject areas. We anticipate continuing teacher training in this area and exploring new methods of integration through professional conferences and journals, site visits to model schools, and on-line investigations.

**C5. Successful schools offer all students opportunities to be engaged with significant content. How does your school ensure that students achieve at high levels in the core subjects?**

**English**

The English curriculum, aligned with the State Content Standards, is organized comprehensively and systematically. At each grade level the course of study specifies sequential vocabulary units and standard written English concepts, literary selections, collateral reading requirements, and a variety of writing domains. English teachers use core literature to develop listening, speaking, reading, and writing skills, as well as critical thinking and expanded insight into human and world affairs. Classroom discussions emphasize fundamental human, ethical, and cultural values, as well as reading comprehension and literary analysis. The curriculum structure is divided into developmental reading, writing remediation (junior and senior levels), regular, and honors/AP levels. In grades 9 and 10, class size reduction moneys have been used to maintain a student-teacher ratio of 20:1; in developmental and remediation classes the student-teacher ratio varies from 12:1 to 25:1, allowing students more individual attention. Writing assignments and the sophistication level of the literary analysis required of students are adapted to the educational needs of students at each level. On the other hand, departmental vocabulary and standard written English sequences are common to all levels except developmental English, where ability-appropriate content and activities are used to build proficiency. English courses include a broad range of literary works and genre within the cultural focus for each grade level. A mandatory minimum core of literary choices for the genre at each grade/instructional level, allows teachers the latitude to meet the needs of the students in each class while providing all students with an equivalent educational experience in literature. Visual and performing arts are infused into the curriculum through slides, field trips to local museums, attendance at professional plays, and student dramatizations and artwork. Historical connections are made

through author and period background research and discussions and related historical film clips and/or movies.

A comprehensive writing curriculum includes student mastery of the thesis paragraph essays at the 10<sup>th</sup> grade, research papers at the 10<sup>th</sup> and 11<sup>th</sup> grades, and creative writing across all grade levels. Tenth graders who do not pass the SWPE are required to take a junior writing class. Junior writing students who do not pass that exam are required to take senior composition. Students also write in 8 separate domains and engage in peer editing using teacher-generated rubrics. Over the past 5 years 84.4% of the 366 students who took the AP English Language/Composition Exam received a score of 3 or higher. 85.2% of 431 students who took the AP English Literature/Composition Exam received a score of 3 or higher.

**An unusually effective feature** of the English department is our emphasis on student writing outside the classroom. Students annually publish *From Within*, a literary magazine, containing original writing and artwork. An afternoon tea is held to present the Charlie Creative Writing Award to two seniors whose portfolios of original writings are recognized by a panel of English teachers as the best among the many entries submitted yearly. This ceremony, where students read selections from their portfolios and are presented with a financial stipend, is attended by parents, teachers, the principal, and the Superintendent.

## **Mathematics**

The mathematics department has embraced the concepts outlined in the California State Mathematics Framework and Standards and in the Standards of the National Council of Teachers of Mathematics. The mathematics program offers a full range of course offerings for students of varying ability levels. The college preparatory sequence offers two paths, one for students interested in a liberal arts career and one for students interested in a career with a mathematics, science, or engineering orientation. The sequence begins with algebra. The liberal arts students continue with basic geometry, intermediate algebra/ trigono-metry, followed by probability/statistics, and finite math. Students oriented toward math and science take geometry, advanced algebra/trigonometry, math analysis, then either AP calculus AB or BC. Students with no plans to go to a four year college may enroll in math workshop, general math (2<sup>nd</sup> semester only), math A, and/or math B. Students successfully completing math A and/or math B may enroll in algebra.

In each mathematics course the major strands of the California Mathematics Framework - number, measurement, geometry, patterns and functions, statistics and probability, logic, and algebra - are addressed and incorporated in new and different situations. The primary objective is to increase the student's developmental understanding -- the ability to discern how things relate mathematically, to reason logically, and to use mathematical techniques such as modeling, graphing, and problem solving effectively. New problems are presented in a meaningful context and require quantitative and qualitative solutions. Students are also asked to interpret solutions and results and write about their observations. Over the past 5 years 87.6% of the 177 students who took the AP Calculus AB Exam scored 3 or higher, and 78% of the 132 students who took the AP Calculus BC Exam scored 3 or higher.

**An unusually effective feature** of the math department is the use of graphing calculators and other forms of technology. Classes in AP Calculus, AP Statistics, Honors Math Analysis, and Math Analysis all require graphing calculators. The department has purchased 3 sets of calculators that are used in one of 3 ways: loaned to a student who cannot afford to purchase one, used by a class during a test to ensure test security, and used by a class where the calculator is



not required but is needed to present a particular lesson. All teachers use overhead models of TI-82, TI-83, or TI-86. Some teachers also make use of CBL/ CBR systems for gathering data to illustrate naturally occurring mathematical phenomena. Teachers are able to use math software such as CABRI Geometry on a classroom computer to dynamically illustrate geometry and analytic principles. Teachers also use a data base called Access to create tests, quizzes, and work sheets from Math A through second year algebra.

### **Science**

While the State Science Framework encourages a completely integrated approach to the study of science, the science courses at BHHS are taught as discrete subject areas to better address student needs. Within these courses, however, conscious efforts are made to integrate the numerous content strands that are woven through the curriculum. Health is completely aligned with the State Framework. Students take a minimum of one year of life science and one year of physical science from Life Science, Biology, Honors Biology, Physiology, Physical Science, Chemistry, Physics, Astronomy; AP Biology, AP Chemistry and AP Physics. Science courses require the students to use critical thinking, written and oral communication skills, reading, data analysis, and conclusion formulation. This focus on integrating skills gives all students the opportunity to continue into more demanding advanced courses. Assignments require students to analyze, interpret, evaluate, problem solve, apply principles, and be creative. An assignment that requires these higher thinking skills is a student debate dealing with ethical and economic issues relating to genetic disorders and job discrimination. Students also read fiction and non-fiction content related books, newspapers, and content specific magazines; and write journals, reports on adjunct subjects, and extensive lab analysis. Over the past 5 years 87.4% of the 278 students taking AP Biology scored 3 or higher, and 74% of the 176 students taking AP Chemistry scored 3 or higher.

**An unusually effective feature** of the science department is the pervasiveness of lab-based classes. The previous WASC process has resulted in an aggressive approach to the notion of science through extensive laboratory experiences, hands on projects, and the integration of cutting edge technology. An infusion of \$76,000.00 from State, Site, and private moneys during the past four years has enabled science to purchase new equipment and requisite consumables. Lab examples include Amgen recombinant DNA labs, that can be related to current real world research on gene therapy, production of Factor 8, and DNA finger printing; circuitry labs; projectile motion labs; oxidation reduction; and acid-base titrations. BHHS also has a 30 foot diameter, 70 seat, Spitz projection planetarium, allowing students to discover Kepler's laws of planetary motion, map the nighttime sky, and operate the planetarium for school and community presentations. Labs expand students' scientific literacy and foster a sense of wonder about the universe.

### **Social Studies**

The primary goals of social studies education are achieving cultural and historical literacy, understanding of democratic principles and civic values, enhancement of academic and social skills, and development of abstract and critical thinking skills. All students take World History, U.S. History, American Government, and Economics. This is a balanced program that is synchronized with the California State Framework, except that World History is taught in the 9<sup>th</sup> grade instead of the 10<sup>th</sup> grade as recommended in the framework. The Social Studies department offers the following courses: World History and Geography, United States History, Economics

(one semester, and United States Government (one semester). One elective is offered: AP European. Courses are provided for all levels and abilities, including EL, developmental, and AP. A career education focus is evident in the applied economics classes where students develop, produce, and market a product to sell. Content of EL and developmental curriculum is parallel to the curriculum of regular classes; textbooks are appropriate to each level. Students move into regular classes at the next level based on teacher and counselor recommendations.

The department encourages students to develop and demonstrate critical thinking skills. The learning cycle begins with the introduction of relevant vocabulary and basic facts within a particular historical period. Connections are made between the isolated facts; then higher level thinking concepts are evidenced by student presentations, individual essays, cooperative learning exercises, and objective assignments. Students are challenged to connect historical events to events that are taking place in their own lives and community. Writing assignments are used to instruct students in analyzing, synthesizing, and evaluating information. Listening, reading, writing, and speaking skills are further emphasized through activities such as discussions, debate, lecture, portfolios, primary documents, simulations, newscasts, and newspapers. Basic skills such as reading a map, interpreting graphs and charts, interpreting political cartoons and photographs, expressing ideas verbally, and effective writing and reading at the 9<sup>th</sup> grade level prepare students to meet the more challenging demands of the 11<sup>th</sup> and 12<sup>th</sup> grade classes. Over the past 5 years 76% of the 390 students taking AP European History scored 3 or higher. 78.4% of the 318 students taking AP Government and Politics-United States scored 3 or higher. 77.8% of the 468 students taking AP U.S. History scored 3 or higher. Over the past 3 years 98.6% of the 51 students taking AP Government and Politics-Comparative scored 3 or higher.

**An unusually effective feature** of the social studies department is the Humanities Core classes in 9<sup>th</sup> grade world history. These involve four pairs of back-to-back history and English classes that coordinate literature with the historical topics being studied and integrate art slide presentations appropriate to the time period. Classes are also combined for activities such as a Renaissance Faire, world cultural presentations, and field trips to LACMA and the Simon Weisenthal Center Museum of Tolerance.

### **Visual and Performing Arts**

Arts curriculum at BHHS is aligned with the State Curriculum Standards and emphasizes five broad areas of instruction: technique, performance practice, appreciation, history, and professionalism in vocal and instrumental music, theater, and visual arts. Curriculum is sequenced to build on knowledge and skills acquired in elementary and middle schools. Performing Arts courses available to students include Concert Choir, Minnesingers, Madrigal Singers, Band, Beginning Instruments, Symphony Orchestra, Jazz Ensemble, Music Appreciation, Piano Workshop, Introduction to Theater Arts, Drama Laboratory, Screen Acting, Cinema/Writer's Seminar, Theater Arts Workshop, Film/Cinema, Stage Design/Production, Public Speaking. Visual Arts course offerings include Art 1-2, Contemporary Crafts, Drawing and Painting, Graphic Design, Art History AP, Life Drawing, Studio Art/Studio Art AP. The Visual and Performing Arts departments incorporate reading, writing, mathematics, and measuring skills. Literature is emphasized in play production. Historical styles are studied in both vocal and instrumental music. Theater and vocal music students learn physiology and health issues. Students analyze teacher models, performances or displays, and student work through oral or written critiques. Problem solving occurs in small cooperative groups, sectional

rehearsals, group scenes, and small ensemble performances. In the past 5 years 86% of the 68 students taking AP Art History scored 3 or higher.

**An unusually effective feature** of the Performing Arts Departments is that instructional practices are activity oriented. The Performing Arts department produces a fall drama and a spring musical, a series of one-act plays, and vocal and instrumental concerts at least twice a year. The vocal and instrumental music programs offer opportunities to participate in many public concerts and in adjudicated music festivals sponsored by Southern California Vocal Association and the California Music Educators Association. The department also participates in music festivals nationally and internationally. Advanced musicians participate in Southern California solo competitions, including the Music Center Spot Light Awards and the Young Musicians Foundation. (See C3).

### **Foreign Language**

The purposes of instruction in foreign language is for the student to function effectively in a foreign environment, to enrich life experience, to learn to appreciate other cultures, and to prepare for post high school education. These objectives correspond to all text materials in each level of curriculum. Courses offered include 7 levels of Spanish, 5 levels of French, and 4 levels of Hebrew, with an organized system of instruction by levels. BHHS has a mandatory year of foreign language, but 85% of our students exceed that requirement. Foreign language teachers integrate all skills, providing a complete learning cycle in each unit. The curriculum incorporates oral, writing, and reading skills, grammar, and culture. Students learn vocabulary in each lesson by listening to tapes, by practicing contextual conversations, by the presentation of transparencies that visually reinforce the given material and stimulate discussions, by repetition, and personalized dialogue. Each lesson in the textbook series is based on a specific, realistic situation. Oral assessment is implemented daily through student participation, formalized question-answer exercises, and comprehensive communicative-based tasks such as thematic presentations. A standardized written final exam is given at the end of each level. Foreign language teachers, dynamic, involved, and creative, have traveled extensively to the countries where the language they teach is spoken, performed in student assemblies, taught castanets in class, participated in multicultural book talks for students and staff, integrated foreign language films into the course content, and are very involved in Global Village Week.

*Alliance Francaise*, sponsored by France's Ministry of Culture, annually recognizes top French students at BHHS. Over the past 5 years 74.6% of the 125 students taking the AP French Language Exam scored 3 or higher; 96% of the 298 students taking the AP Spanish Language Exam scored 3 or higher. Over the past 2 years 85.5% of the 26 students taking the AP Spanish Literature Exam scored 3 or higher.

**A unique feature** of the foreign language department is the foreign language literary magazine, *Voices Around the World*, that the department sponsors and helps to edit. It was created two years ago to allow foreign students and talented foreign language students a chance to express themselves creatively. In the 1998-99 edition, 23 students wrote poetry and short stories in: Portuguese, French, Spanish, Hebrew, Chinese, Farsi, and Korean. Selections are printed in the original language and English.

**C6. What other content areas or programs play essential roles in your school-wide curriculum goals?**

The two other departments playing essential roles in our school-wide curriculum goals are Technical Arts and Special Education. In keeping with our school objectives, both departments prepare students for higher education and/or employment, teach the skills necessary to deal effectively with problems, and enable these graduates to feel satisfied with their preparation for post-graduate pursuit (See section IV). The Technical Arts department encompasses media, journalism, architecture, creative woods, and photography, allowing students to be better prepared for higher education and/or employment, as well as exploring areas of personal interest. The Special Education department enables all students to have access to the core curriculum and provides transitions into the adult community.

The **Technical Arts department**: Career awareness and employability skills are interwoven throughout the entire vocational education curriculum. Employability skills and concepts are emphasized via cooperative learning, role-playing, simulations of the work place, and extensive use of product oriented project assignments. For example, in architecture, the student becomes the architect and designs the house for a particular client and lot. In computer graphics the students form companies that bid on projects. Journalism students become the editor and staff writers of the weekly school paper. Life experience skills and math, reading, and writing are taught in all vocational education classes. Math skills are reinforced in calculating measurements, developing a budget, calculating amounts of wood, and producing scale drawings. Writing skills are developed in every course through assignments such as writing TV production scripts, news and yearbook articles, technical reports, architectural critiques, photographer reports, and captions for scripts and ads. Teachers emphasize the development of reading skills through texts, supplemental readings, articles, and written directions. The practical nature of all assignments requires critical thinking, analysis, evaluation, problem solving, and creativity.

A **unique feature** of the Technical Arts department is the student-run TV station, KBEV, aired on Century Cable channels 6 and 36. Students function as writers, producers, directors, video editors, engineers, camera operators, graphic designers, announcers, or reporters, depending on their interests and skill levels. Access to the cable channels offers students an opportunity to cable cast program ideas directly into Beverly Hills homes. Since 1968, the media department has logged 6,685 programs. Original programming includes "Norman News," "Press Conference," "College Focus" "Astronomy Minute," "This Day in History," graduation, programs, and "Math in Your Face," 15 minute programs on Math A and Algebra, presented by a math teacher and a professional tutor, aired 2-3 times a week. Three times a month, students produce "Under Fire," a student political discussion program. Live telecasts include athletic events, homecoming, Open House, and Board of Education meetings twice a month.

The **Special Education department** works toward shaping the complete person with the goal of helping special education students to function independently. The Special Education department meets state and federal regulations that are consistent with the District mission statement. Approximately 180 students are served by 4 special day class teachers, 5 resource specialist teachers, a vocational education specialist, an adapted physical education specialist, a speech and language specialist, and a full-time psychologist. Special education students have full access to and are included in core curriculum and elective classes. Students are enrolled in a special education class five days a week. RSP offers special education students core curriculum classes that mirror the high school courses, with special modifications if necessary. These classes, offering students a small group setting using a structured, multi-sensory approach to

learning, enable students to complete graduation requirements. The subject areas addressed in the RSP program are U.S. History; Government; Economics; and 9<sup>th</sup> 10<sup>th</sup>, and 11<sup>th</sup> grade English. The subject areas taught in the SDC program include all academics required for graduation. Students learn note taking, discussion techniques, long-term assignment steps, and essay and objective test-taking techniques. High school requirements or IEP goals for graduation are met by 90% or more of the students.

Communication between the RSP/SDC and general education class teachers begins within the first two weeks of school and continues uninterrupted throughout the school year through phone calls, specially designed forms, appointments, and casual meetings. The general education teachers are notified of special education students in their classes and then meet with the specialist to discuss specific learning difficulties, IEP goals, and program modifications. Special education teachers also present periodic professional development dealing with ADD, learning disabilities, and modifications at staff meetings.

**An unusually effective feature** of the Special Education department is the Transition Program. The special education staff works closely with Work Ability specialist, staff, and State vocational agencies. The department chair attends all 8<sup>th</sup> grade IEP meetings to discuss HS graduation requirements, courses available, and transition to the high school. Eighth grade visitations to the high school are conducted, and 12<sup>th</sup> grade special education students are taken on field trips to local community colleges and vocational schools. To help students transition from the security of the high school environment to the demands of adult life, transition is addressed in the IEP at age 14, and an individual transition plan is written at age 16. This plan includes career planning and placement and/or continuing education at a vocational, 2-year, or 4-year college. A career interest survey is administered to all special education 10<sup>th</sup> and 12<sup>th</sup> graders. Special education students graduating from the transition program are contacted for 3 years to follow-up and to facilitate linkages to adult service agencies. This 5 year post high school follow-up with students has had an 85% response rate. The 1995-1999 data indicate that 50% of the students work part time, 10% full time; 60% attend a 2-year college, 16% a 4 year college; 9% are enrolled in a vocational school; 1% are enrolled in graduate school. 97% are satisfied with their adjustment to adult life.

### **C7. What requirements must be satisfied before a student is promoted to the next grade or level of schooling?**

Students must earn 220 credits to graduate: 45 to become a 10<sup>th</sup> grader, 55 more to become a junior, and 55 more to become a senior. Credits are earned by achieving a grade of A through D in a course. Grades are based on tests and examinations, preparation of assignments, ability to organize/ present material in written or oral form, class and group participation, application of facts and principles to new and unfamiliar situations, initiative and originality in independent work, class conduct, and regular and punctual attendance. Each department establishes its own criteria for content mastery based on the State Content Standards, sequence requirements of advanced courses, college preparation requirements, AP testing requirements, and professional standards within disciplines. Content standards are measured by teacher and department unit tests, teacher and department final examinations, projects, and portfolios.

Minimum competency in writing and mathematics is required by State law. Students not demonstrating competency must complete special remediation in the area of deficiency. Approximately 6.2% of our students are currently enrolled in writing remediation. Reading competency is required by the local board of education. Students with a reading deficiency of at

least two years on the ITBS, or comparable exam, must be enrolled in a reading remediation course. Approximately 4.6% of our students are currently enrolled in reading remediation. Last year approximately 33% of 9<sup>th</sup> graders, 50% of 10<sup>th</sup> graders, and 25% of 11<sup>th</sup> graders in reading remediation accelerated to regular English courses.

Students who wish to advance through sequential courses in mathematics and foreign language are required to meet department standards. Students must achieve an “A” or a “B” in Math A to be eligible for algebra, grades of “C” or better in algebra to be eligible for basic geometry, and a “B” or better to be eligible for geometry. Thereafter, students must earn a “C” or better to be eligible for the next math level. These rigorous standards resulted in a 1999 SAT math average of 591. Students must achieve a “C” or better in a regular foreign language class to advance to the next level. The 32 Honors/AP classes offered in English, foreign language, math, science, technical arts, and fine arts select students on the basis of test scores, grades in prerequisites, and/or recommendations of teachers or counselors. Continuation in these courses is dependent upon maintaining at least a “B.” In 1999, 423 students took 868 AP exams in 22 areas with an 80% pass rate, attesting to the challenging and enriching nature of these programs.

**C8. (Secondary Schools only) What are your course requirements for graduation? To what extent do your school and students within the school exceed minimum state and/or district requirements?**

**GRADUATION REQUIREMENTS IN ACADEMIC YEARS**

<b>Subjects</b>	<b>State Requirements</b>	<b>District/School Requirements</b>	<b>% of 1999 Grads Exceeding School Requirements</b>	<b>% of 1999 Grads Exceeding State Requirements</b>
<b>English</b>	3	4	15.1%	100%
<b>Mathematics</b>	2	2	75.3%	75.3%
<b>Biological Science</b>	1	1	34%	34%
<b>Physical Science</b>	1	1	45.6%	45.6%
<b>Social Studies</b>	3	3	28.9%	28.9%
<b>Foreign Language</b>	1	1	72.9%	72.9%
<b>Fine Arts</b>	0	.5	50.4%	100%
<b>Physical Education</b>	2	3	37.3%	100%
<b>Vocational/Tech Arts</b>	0	1	39.1%	100%
<b>Computer Education</b>	0	.5	30.4%	100%
<b>Philosophy/Religion</b>	0	0	0	0
<b>Health</b>	0	.5	0	0

**D. Active Teaching and Learning**

**D1. How are teaching practices and learning experiences in your school consistent with current knowledge about successful teaching and learning?**

The mission statement of BHHS responds to current knowledge about successful teaching and learning and defines the teaching practices and learning experiences appropriate to our

school as "...an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum, student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and a joy of learning." Active student learning through cooperative learning, student-based labs, peer editing, vertical teaching, speakers, field trips, lecture, projects, class discussions and technology are discussed elsewhere. Extensive examples of these teaching practices and learning experiences are described in C1, C3, C4, C5, C6, D2, and D4. In addition, the urban environment, offering an extensive array of cultural events, academic institutions, athletic venues, and entertainment, along with the diversity of our student body (See A1) has prompted an emphasis on multicultural experiences through multicultural literature in the English program; visits to the Museum of Tolerance; student-generated cookbooks with ethnic recipes from the Foods class; music from various cultures in Performing Arts; and *Voices Around the World*.

### **D2. In what ways do your teaching practices support student-initiated learning?**

In classrooms throughout the disciplines, students use grade logs, portfolios, rubrics, and peer editing. In virtually every classroom, individual and group projects further enhance the learning experience. In English, one learning experience integrating art and the curriculum combines research, technology, and a field trip. Students are sent to the Getty Website, a special edition of the *Los Angeles Times*, and any other available sources to create an oral and written presentation that introduces the class to some aspect of the Getty Museum decorative arts, architecture, gardens, sculpture, paintings, or photographs. The artwork must be enlarged for a transparency or poster visual aid. Following these presentations, students have the opportunity to locate and experience the actual work in a field trip to the Getty Museum. In social studies, groups of 4-5 students follow the presidential primaries, research their candidates' lives and political positions, analyze their political standing in the party and their appeal to the electorate, project their chances of gaining the nomination and their chances of winning, prepare a written report, and create a talk show as the culminating activity. In Probability and Statistics, one project has students select an area of interest, such as teenage smoking, sports, or alcohol. They research the topic, gather the data, complete their analysis, and create professional quality written and visual reports, utilizing 2D and 3D graphs, charts, diagrams, and tables (See C5 and C6).

### **D3. How are resources made available to teachers and students for gathering information and sharing the results of their efforts?**

A full-time, credentialed (MLS) librarian and librarian technician, 2 paid student aides, and a parent volunteer staff our library. The library is open from Monday through Friday from 7:30 A.M. – 12:00 P.M. and from 1:00 P.M. – 4:30 P.M. On Mondays and Tuesdays, the library hours are extended to 6:00 P.M. The library has seating for more than 150 students. In 1995 the School Site Council approved the Library Automation Proposal, resulting in the purchase of 14 student workstations, a circulation terminal, and a local area network containing 6 CD ROM's, online catalogue access, and the Internet. Other learning resources include 23,000 volumes, 80 magazines and newspapers, and an extensive reference collection. To meet the needs of EL and developmental students, the library circulates materials from 5<sup>th</sup> grade to adult level. With EL funds, the library acquired dictionaries in the primary languages of our students, including Russian, Farsi, Korean, Spanish, and Hebrew. With AB 862 funding and under the direction of

the Library Advisory Committee, the library added more than 1,000 new fiction and non-fiction titles.

Library use has been steadily increasing: in 1995, 153 classes visited the library, in 1999, 207. Individual student and staff use of the library facilities has more than doubled. Circulation has risen, from 3,287 in 1996 to 3,948 in 1998. Audio-visual use increased by 120% from 1996 to 1997. Fiction circulation rose 93% following a grant purchase of multi-cultural titles in 1998, and another 84% in 1999. Non-fiction increased by 37% in 1998 and another 15% in 1999. Teachers used reference materials 160% more often in 1997 than 1996 and 190% more often than that in 1998. In 1999, overall circulation increased by 48% for student and 52% for staff. The librarian works closely with teachers in purchasing new titles, providing class tours of the library, conducting book-talks for students, providing slide programs for classroom use on research papers and writing, and researching appropriate volumes for teacher projects. This year the library has been displaced as a result of the modernization project on campus, causing the services to teachers and students to be temporarily scaled back. In addition to library services, the TV/Radio Media services provide video taping for the Screen Acting class, sporting events, theater programs, the ROP TV Production Workshop, and taping of individual classes by teacher request. Media Services will also tape any educational TV program requested by a teacher for classroom use.

#### **D4. What technology applications are you using? How do they relate to your curricular goals and how do they support teaching and learning?**

Extensive technology expansion in the high school during the past 3 years has been focused into 3 main areas: the library, classrooms, and administration. This expansion has been geared toward improving instruction, learning, and administrative functioning, and covers a vast array of learning opportunities for students. Our first challenge was to acquire hardware and software necessary to maximize instructional capabilities of existing programs. See D3 for library technology expansion. 1996-97 Site Council allocations of State Grant block moneys to purchase technology to improve instruction and learning included 3 computer/AV carts, genetic engineering lab equipment, metrologic neon lasers, telescopes, and CD ROM's, videos, and other materials for Science; overhead projectors and TI-83 graphing calculators for math; a computer/AV cart for Social Studies; TV/VCR combinations, carts, and recorders for Foreign Language; and power tools, a photography enlarger, and a digital photo machine for Technical Arts. In 1997-98, ROP, Adult Education, and parent funds were used to acquire a HP color plotter and new 3D architectural software programs. Adult Education moneys were used to upgrade and purchase hardware and software for the technical arts lab. Three of the 5 classroom labs were networked; these 5 labs contain 202 computers, 129 of which are Internet capable and 98 of which are multimedia equipped. Special education funds purchased 10 AlphaSmart portable word processors. In 1998-99 the Site Council allocated State grant block moneys for the purchase of 5 new computers, 2 multimedia projectors, 1 HP color scanner, and 4 art slide projectors for English; a HP ScanJet Scanner and Interface, a Language Force Universal OCR, and a Unitype Global Writer 98 Professional for Foreign Language; a Video Flex and hard case, software to enhance economics instruction, Digital Portfolio equipment and software, and classroom hardware for Social Studies; AlphaSmarts and Speech Recognition software for Special Education; and more equipment for technical arts, math, guidance, art history, and community service. As a result of the Digital High School Grant, every classroom now has a



multimedia-equipped computer with Ethernet and cable access, enabling technology to be used in a variety of learning activities. (See C5/C6)

Our 2nd challenge was to train teachers on basic word processing programs, instructional software, and programs that would facilitate creative presentations of materials. Such comprehensive technology training is provided for the staff through a variety of venues. Forty-four staff members took a total of 93 computer classes from 1996-1998, and all staff have received training through staff development days devoted to technology and peer coaching. One result has been the use of PowerPoint presentations in conjunction with NASA's image-exchange program for physics and astronomy. Virtually all teachers have been trained to use MicroGrade and MicroTest, site-licensed programs that support instruction.

A third challenge has been how to most effectively expand the use of technology while developing suitable guidelines for its use. The addition of Internet access for students has prompted the creation of an Internet Contract, containing requirements for the ethical use of the Internet, to be signed by students and their parents. Using student birthdays as passwords proved to be a security problem; this year each 10-12<sup>th</sup> grade student selected his own password. In addition, teachers have been faced with issues of how to effectively use the Internet instructionally. We are continuing to address these issues through professional consultants, staff sharing, conferences, and the High School Professional Development Committee.

## **E. Professional Community**

### **E1. What opportunities do teachers and other staff have to build professional community that enhances their collective capacity to work together to support student learning**

The operating structure of the high school assigns responsibilities and commensurate authority to department and committee units, facilitating shared decision-making. Standing opportunities include a monthly SEC meeting, consisting of the administration, librarian, directors of guidance and student activities, department chairs, and a student; monthly staff meetings; department meetings, attended by an assistant principal; and BHEA Branch meetings between the principal and teachers representing department constituencies. Interim committees include Site Council, Professional Development, HS Special Needs, Modernization, AP Teachers, Graduation Requirements, Developmental Teachers, Modified Grades, Library Advisory, EL Advisory, and Flexible Scheduling meetings, most of which include teachers, students, parents, and administrators. These meetings create an effective professional community throughout the school, enhancing decision-making on school-wide student learning issues.

Teachers also have the opportunity to collaborate with each other at department meetings, at BHEA representative council meetings, on staff development days, and during conference periods. Collaboration frequently includes sharing information from conferences, sharing teaching materials or modeling lessons, and exchanging classroom management techniques. The department structure also empowers teachers to make student-learning decisions at the most appropriate level. For example, math teacher concerns with student dependence on graphing and scientific calculators resulted in a department agreement to give a portion of the test with a calculator and a portion of the test without. Teachers also frequently make presentations at the monthly staff meetings. The health teacher gave presentations on teen suicide and smoking; the conflict mediation program coordinator provided information about that program; and special education teachers made presentations on learning disabilities, ADD, and IDEA.

The faculty and administration consistently use student data to address concerns relating to student achievement. Aggregated and disaggregated results of the Stanford 9 were explained to

the HS staff in a general meeting on October 12, 1998. Individual Stanford 9 test results were distributed to teachers in testing departments to evaluate the effectiveness of curriculum and teaching methodologies, as well as individual student needs. Special education teachers review student grades, and as part of each year's IEP meeting, examine goals, administer tests to measure growth, and discuss results with parents and students. This data has resulted in staff development focuses on reading skills and special needs issues.

**E2. How does a coherent approach to professional development for teachers and other staff ensure their ability to implement effectively the school's curriculum, instructional strategies, and support system? How do organizational arrangements, such as time and teaching assignments, and school norms and culture, make professional development a priority?**

The comprehensive High School Staff Development plan is drawn from several sources: student outcome data, current research, SB 1882, Strategic Plan 2000 Plus, the Digital High School Grant, and staff surveys. These components have been synthesized by the High School Professional Development Committee into a coherent plan under the auspices of SB 1882. Membership includes the principal, 2 appointed teacher staff development coordinators, 7 elected teachers, 2 parents, and 2 students. Resources for professional development are provided through moneys from SB 1882, Title VI, Eisenhower, and the Digital High School Grant. Professional development occurs on designated days, after school, weekends, staff/department meetings, and during individual class and conference periods. All teachers participate in some form of staff development (See D4), which may include conference attendance, content-area workshops, adult school, school site and community resource visits, speakers, and cafeteria-style mini-course presentations. In 1997-98 there were 84 conferences attended; in 1998-99, 117 conferences. In 1997-98 there were also 5 district-wide staff development days. Staff-led training sessions are discussed in E3. Curriculum renewal and data analysis are discussed in C4, and diversity programs in B1. In 1999-2000, State changes resulted in 3 days of professional development prior to the beginning of school. One day involved cafeteria-style technology mini courses, the 2<sup>nd</sup> day, curriculum and standards within each department, and the 3<sup>rd</sup> day at the Museum of Tolerance for a presentation of the "Tools for Tolerance" program. The Professional Development Coordinators attended the CUE (Computer-Using Educators) Conference in late October to investigate alternative technology training options. Additional professional development for 1999-2000 will be implemented through conferences, visits, and on-site activities.

**E3. How does the school tailor professional development and support to address the differences in career experience or professional responsibility?**

Newly hired teachers receive orientation from the personnel office, are usually paired with a master teacher in their departments, are invited to a private tour of the library, have opportunities to visit other teachers' classrooms, meet with the principal at the end of each quarter to review relevant school policies, and participate in at least 5 district-directed Professional Improvement Program sessions. In addition, BHUSD participates in the BTSA (Beginning Teacher Support and Assessment) program. New-to-the-profession teachers hired during the past 2 years are assigned trained support providers. BTSA money for conferences, supplies, and release time for observations is utilized by new teachers and support providers.

Teachers undertaking a significant change of responsibilities are given the opportunities to receive training on site and at conferences, classes, and workshops. Teachers acquiring administrative credentials engage in extensive shadowing of school administrators, are given hypothetical simulations, and are assigned supervisory opportunities. Teachers participating in the state Coordinated Compliance Review (CCR), WASC, Academic Decathlon, CDS, and National Blue Ribbon receive release time and workshop training. Teachers who add AP courses to their assignment may attend appropriate AP conferences; those invited to be AP readers are given release time to do so. Teachers also have many school leadership opportunities. Presentations by at least 30 teachers during last year's cafeteria-menu and technology-training sessions and by 9 teachers at this year's technology day indicate the importance of staff members in professional development. Teachers also function as department chairs, committee chairs, members of BHEA Rep Council, subject area/grade level coordinators, and master teachers.

Customized, professional development opportunities also exist for non-teaching staff members. Last year the principal attended the National Association for Curriculum Development in San Francisco. Counselors have staff development at the high school and at conferences such as the National Association of College Admission Counselors (NACAC), the California State University and University of California Conferences to update admissions information. Last April, 2 counselors also participated in an East Coast college tour covering 5 cities to network with the college admissions officers. The Directors of Guidance and Special Services coordinate seminars approximately 4 times a year for counselors, psychologists, and interns on topics such as suicide prevention, eating disorders, and ADD. Special Education aides receive a handbook and a training session with the program specialist and department chair to discuss job responsibilities and procedures. All employees also have access to 1 free adult education course quarterly.

**E4. How does your school use the processes and results of student assessment, staff evaluation, and school review to support professional growth? How has teacher professional development improved teaching and resulted in higher student achievement and success?**

Student assessment, staff evaluation, and school review are all an integral part of professional growth at BHHS. Student assessment results include local, state, and national measures of achievement (See H2, H4-H6), each of which is continuously reviewed to identify patterns that indicate an adverse impact on student learning or a need for program adjustments. Recently, staff development has responded to demonstrated needs in language and reading comprehension (See E1, Stanford 9). Student survey results from June 1999 revealed that 81% of the students had had the opportunity to practice and improve reading skills; 86% had read two or more and 47% had read three or more collateral books per semester.

Staff evaluation is also used to support professional growth. California law requires untenured teachers to be evaluated yearly and tenured teachers every other year. Evaluations at BHHS are performed by administrators, and observations by department chairs. These Stull evaluations require teachers to write objectives, identified in part by the principal, for a specific class. Recent directed objectives have included an active learning project, technology content standards, special needs accommodations, and Stanford 9 skills development. Throughout this process, administrators actively practice clinical super-vision to promote professional growth. Both administrators and chairs meet with teachers following their visits, recognizing commendable practices and suggesting instructional practices needing improvement.

School reviews at BHHS include WASC, CCR, and the Quality Assurance Program (QAP) for Special Education. The action plans developed by each department during the WASC process formed the basis for our staff development programs for the next three years. The process stimulated greater staff interaction and program evaluation (See Science C5). The result of these efforts was a six-year clear accreditation. Previous CCR's have also validated the quality of our programs. QAP has been submitted for the first time this year, but we anticipate results comparable to other outstanding evaluations.

Teacher recognition from post-secondary entities, professional organizations, and community groups are announced during staff meetings and at the PTSA spring teacher recognition meeting and are printed in *BluePrint*, the district newsletter. A teacher from the high school is honored each year at the Apple Ball, sponsored by BHEF, and another teacher is honored as the Chamber of Commerce Teacher of the Year. The Richard Stone Excellence in Creative Teaching Award has been awarded to 2 HS teachers.

## **F. Leadership and Educational Vitality**

### **F1. How does leadership move your school toward its vision/mission? How is the instructional leadership role defined and implemented? How are resources aligned with goals?**

At BHHS important leadership roles are vested in every layer of the school organization. The high school principal orchestrates the harmonious interaction of these various roles to ensure effective programs and services are offered to our students. The principal sets the tone for the school through his own humane, open-minded, hands-on approach to leadership. His vision of excellence extends from the athletic field to the AP Physics class, and he is just as likely to be found in both of them, talking to the students and interacting with the staff. Under the school organization plan, he is responsible for all students, supervision of three departments, personnel, curriculum development, the *Norman Guide*, and school forms. The administrative team consists of the principal and 3 assistant principals, who meet weekly to discuss and address school-wide needs. Each assistant principal is responsible for overseeing a House that contains 2 or 3 counselors and approximately 1/3 of the student body, supervising and evaluating 3-5 departments, discipline, and various school activities. Assistant principals also meet regularly to achieve consistency in student discipline procedures. See E1 for SEC leadership role. The leadership focus of the counselors in ensuring the achievement of the school's mission is discussed in A1 and A3. Department chairs function as another level of leadership, supervising members of their own departments, overseeing curriculum development, and allocating financial resources to support student learning through the acquisition of appropriate textbooks, materials, and supplies.

The interdisciplinary courses discussed in C4 and C5 were the product of instructional leadership provided by the principal, the director of guidance, the department chairs, and the teachers involved. Both courses were teacher initiated and administratively implemented based on research and discussion. The 9<sup>th</sup> grade core teachers were given a summer workshop, common-planning periods during the school year, and the resources necessary for enrichment activities. In addition, the Guidance class, discussed in C4, was initiated by administration to ensure at-risk students the opportunity to learn how to achieve.

### **F2. How does the school engage its internal and external stakeholders in leadership and decision-making? What is the relationship between the principal and stakeholders?**

BHUSD utilized the Strategic Planning model developed by Dr. William C. Cook. In August 1993, a Planning Team of 29 members, including parents, community leaders, school staff, and students met to develop a Strategic Plan which articulated the beliefs, mission statement, objectives, policies, and strategies to set a course for the district for the next 5 to 7 years. In October 1993, Action Team leaders were selected, trained, and assigned to a specific strategy, several of which directly relate to curriculum (See section IV). Over 200 people were recruited from all segments of the schools and community to serve on Action Teams and develop plans that implemented the strategies. Specific action plans were recommended to the Board of Education on May 9, 1995. The superintendent met with team leaders on January 12, 1999, to evaluate the progress of the action plans in furtherance of the district vision. The Mission Statement is posted in every classroom and printed in the *Norman Guide* and "9<sup>th</sup> Grade / New-to-District Bulletin." Student and parent input continues to be incorporated through formal and informal interactions. Students and parents participate in the WASC accreditation process, the CCRs, and the CDS and National Blue Ribbon applications. Parents not only have regular interaction through committees (See E1), they also maintain a strong voice in everyday decisions of critical importance to them. Bungalow air quality was a critical concern for many parents after the arrival of 38 bungalows during modernization. Parents took their concerns to the Board of Education. An environmental consultant was hired to test and monitor the air quality in the bungalows, analyze data, and formulate any necessary remediation in conjunction with an Environmental Safety Committee, consisting of community and school members. The final report reflected community satisfaction with the measures taken.

In addition to other community partnerships and the Community Internship Program (See G1), the business community also has a significant collaborative role with other school and community stakeholders in vocation and technical education through the Carl D. Perkins Vocational and Technical Education Act of 1998. Parents, students, teachers, business and industry representatives, labor organizations, representatives of special populations, and other interested individuals are involved with the development, implementation, and evaluation of the technical and vocational education programs. These stakeholders have worked collaboratively toward desired outcomes that include developing articulation between the middle schools, high school, and community colleges; development of a speakers' bureau and school-business partnership between the local business community and vocational and academic classes chaired by members of the BH business community; conference attendance for teachers and counselors, site tours, job shadowing, and a mentoring program to introduce students to the business environment and help them learn more about jobs and qualifications.

Teachers are also actively involved in school issues through a variety of means addressed in E1.

The monthly PTSA meeting, held on campus, is attended by a student, a teacher, and the principal. The principal also meets regularly with the PTSA president, attends a weekly Rotary Club luncheon, and is a member of the Education Committee of the BH Chamber of Commerce. Very positive relationships between the principal and the community result in support that manifests itself through financial and service channels, such as a million dollar gift for athletics and the 95 community speakers on career day.

**F3. What kind of participatory school improvement process operates at your school? How did your school prepare its Self-Assessment for the Blue Ribbon Schools Program and how did this initiative relate to other school improvement and planning efforts?**

The history of BHHS is one of continuous innovation and improvement. The current cycle began in 1993 with the advent of the Strategic Action Plan 2000 Plus (See F2). In 1994-1995 self-assessment was continued through "Pursuing Excellence," the WASC accreditation process (See C4). A State CCR on all funded programs followed. Two years later the WASC 3-year report was compiled. This evaluation of our progress on action plans and recommendations was followed by the CDS application, and a self-review for another CCR in 1998-99. All of this self-assessment included student and staff surveys, parent and community in-put, and teacher and leadership discussion on program and progress. Curricular innovations, such as science lab-based classes and innovative teaching strategies (See C5), are 2 examples of the school improvements accomplished during this time.

The Blue Ribbon Schools Program first came to our attention at the recognition ceremonies for CDS on May 21, 1999. The principal and 2 members of the writing team attended a county-sponsored training session on the National Blue Ribbon (NBR) application process shortly thereafter. In June the principal discussed the NBR process with the staff. Thereafter, NBR criteria was enlarged, mounted on post-it posters, and displayed in the cafeteria and workrooms to allow teachers to provide written comments. The Student Survey was modified to incorporate several new questions pertinent to NBR issues and administered to students in their English classes in June 1999. The writing team was given a 10 day summer workshop to organize and analyze data, create checklists for administrators, department and program chairs, community partnership groups, the PTSA, and ASB. A set of criteria and the student survey results were mailed to teachers in August. In September, the writing team met with administrators and individual school leaders; staff gathered testing, attendance, and other student data; information from community checklists were incorporated; and department chairs, other staff members, 2 students, and a parent edited sections of the report. Finally, the finished document was delivered to the County Office.

**F4. How does your school leadership use the most current information about education to promote continuous improvement in your school? How does such evidence influence decision-making?**

Information about education is generally acquired through professional journals and conferences (See E2) and is disseminated through the SEC, staff, department, and committee meetings. The administration and individual departments engage in data analysis on district, state, and national tests. All data analysis is shared with the staff and community stakeholders. This research and data analysis has been used to modify teaching strategies and enhance student learning (See B4, C3, C4, C5, D1, D2, D4, E1, E4, F7, H2, H4-H6)). In addition to the cross-referenced areas, the process for integrating cooperative learning techniques is illustrative of the process utilized to implement most current information to promote school improvement. About 7 years ago, BHHS heavily utilized lecturing as a teaching strategy. After the publication of information about cooperative learning, Spenser Kagan, the technique creator, presented a school-wide training session. Several teachers then spent 3 weeks at his summer training institute, returned to school to incorporate it into their classrooms, meet with each other once a week for lunch time support sessions, and train other teachers at various meetings. In addition to summer institute funding, the administration also funded a cooperative-learning mentor, incorporated techniques into staff meetings, and required a goal relating to it on teacher Stull evaluations. Several teachers also attended the advanced training session a 2nd summer. As a

result of this support, virtually every teacher in the school now incorporates some form of cooperative learning in their instruction.

**F5. As you reflect on the last five years, what conditions or changes have contributed most to the overall success of your school?**

The massive infusion of technology into the instructional program in the past 5 years has been documented in D4. It has permeated virtually every department in the school and has contributed to the overall success of our students in areas such as media, architecture, science, English, math, and the library (See C1, C5, D2).

Community Service has also flourished during the past 5 years (See A4). A faculty member and 5 ASB student commissioners oversee this rapidly expanding program. Students receive community service credit on their transcripts, and a 1999 summer curriculum committee considered ways to integrate community service into classrooms. This success of our students as productive members of society is seen in this sample of the variety of their activities. Following the Madrigals' visit to Acapulco, Mexico, they raised \$1,800 for the victims of Acapulco's devastating storms and floods, and the Chinese Culture Club raised money for victims of Taiwan's recent earthquake. At the same time the BH Public Library uses student volunteers as homework helpers, and signups are being taken for the annual AIDS Walk.

Increased parent involvement is a third important change in the overall success of the school. The school vision incorporates a commitment to "strong parent and community involvement." Parent involvement at BHHS has increased significantly over the past 5 years and is evident in parent participation in school-wide committees enumerated in E1. It is also evident in the extensive collaboration with the guidance department, teachers, and administrators; and in school-wide activities. Where and how families are intimately involved with the success of students and how that involvement has contributed to the overall success of the school are more completely described in G2.

**F6. What is your vision for integrating technology into your school, including benchmarks that guide your plans, problems that must be overcome, and training approaches? To what extent and how is technology used to improve management efficiency and effectiveness?**

The District's vision for integrating technology into the school was articulated in Strategy 9 of the Strategic Action Plan 2000 Plus: "We will transform the educational system utilizing state-of-the-art technology." Prior to the acquisition of the Digital High School Grant, other funding resources were utilized to implement this plan. See D3 and D4 for the Library Automation Proposal, State grant moneys, and adult education moneys allocated. Problems encountered and training approaches for teachers through staff development are also discussed in D4. Student training has been approached through the semester computer requirement and ROP. Classes are offered in the regular program in business, math, and technical arts. Analysis of course requirement data reveals that 30.4% of our graduating seniors last year exceeded that requirement. This technology vision was further delineated in the 1998 Digital High School Grant application. One component involves networking all resources. Our current plan will "...include communication electronically among parents, students, teachers, and administrators as well as access to resources from home." The District Technology Coordinator is responsible for this process that will eventually allow interaction with other district schools, the district office, and the city library.

A second component calls for a seamless integration of technology for students, teachers, and administrators. The Data Processing Technician has administrative authority to access the SASI system and file server to distribute data on state and national achievement tests, attendance, grades and course enrollments. This data has been used to generate the underachievers' report (See A1); for WASC, CDS, and CCR reports; and for school-wide committee analysis. The Administrative Assistant uses the system to run program simulations for scheduling and data for program evaluations. Counselors use the system to monitor their students' progress and programs to ensure appropriate services and course placements. The recent upgrading of their computers to Word 97 and Windows 98 allows them more efficient word processing access, as well as e-mail, Internet, and Excel. SASI access enabling teachers to post grades, take attendance, and acquire needed student information is being planned. A final component of the grant is training students and teachers to successfully use current technologies. Specific goals require training in word processing, spreadsheet, database, multimedia, and telecommunications. (See D2 and D4).

**F7. What do you consider the major educational challenges your school must face over the next five years, and how do you plan to address them?**

BHHS will experience significant changes over the next 5 years in the areas of plant and personnel, both of which require careful planning and coordinated efforts. The modernization process, in full swing this year, has displaced the first group of about 35 teachers from classrooms to bungalows, introduced issues of safe air quality, complicated the installation of the new phone service and Internet access in the bungalows, required modifications in the bell schedule, and a host of other operational issues, none of which is insurmountable, but all of which speak to the need for continued planning and coordination of efforts. We have been able to address even the unexpected issues as opportunities to institute new policies (air quality) and to employ creative solutions in accessing various parts of the building, in providing adequate food courts for the students and staff, and in enabling teachers to have access to instructional materials and equipment needed. Communication, attention to detail, and a sense of humor have been essential ingredients to our success thus far, and we expect to approach other crisis situations over the next 2-3 years in the same spirit. Another significant change will be the composition of our teaching and administrative staff. Over the past 5 years, 20 teachers have retired. During the next 5 years, we anticipate that the principal, at least 2 assistant principals, and about another 1/5 of the staff will also retire. All of these people have been a part of the school for many years and have talents and areas of expertise that have been very important in establishing unique programs and high levels of quality in the school. Our continued success lies in making certain that the mission and the vision of the school are clearly communicated to new staff members and that we select teachers who are able to maintain existing program quality and to create new programs and services as new challenges and opportunities emerge.

The final educational challenge is addressing the needs of our academically at-risk students. While we have several programs already in place for students receiving low grades (the Guidance class and tutoring), having low skills (developmental and EL), having special education needs or requiring modifications, and having social or emotional problems (intervention specialist, psychologist, Maple Center interns TEG/TAP), the results of the Stanford 9 testing identified a group of at-risk students in the area of reading comprehension. Last year a Special Needs Committee, composed of developmental, special education, and EL teachers; staff development coordinators; the guidance director; and administrators, was formed



to analyze student results and develop instructional strategies. This year 3 reading sections have been scheduled to address the needs of the students continuing to achieve at the bottom of the Stanford 9 reading comprehension section. EL and Special Education students were disaggregated, their needs being met through their own programs. The remaining 12 lowest students in each grade level are taking a special reading class in place of PE or an elective for at least 10 weeks.

## **G. School, Family, and Community Partnerships**

### **G1. What are the goals and priorities of your school, family, and community partnerships? How have your school and community both improved as a result of these partnerships and how did you measure the improvements**

The entire community has always been a major participant in the operations of the school (See F2) because the entire community has a vested interest in the excellence of the high school. That excellence is defined by the Mission Statement and supported by virtually every segment of the community in terms of time and resources. Discussions among the City Council, the Board of Education, Community Groups, and the High School administration identify areas of mutual interest. An editorial in the July 16, 1999, *Beverly Hills Courier* corroborated this relationship: "The school system is a primary concern of the entire community. Its superiority is an essential factor in the exalted international reputation of Beverly Hills. We are all affected by its stature, whether we have children in school now or not. Along with all residents, businesses are affected, government operations are affected, social and charitable functions are affected, and, to be sure, cultural aspects of the community are affected."

Financial support is provided to the district through the Joint Powers Agreement with the city that pays \$7 million annually to the district for community use of athletic and academic facilities. In 1998-99 an additional \$5 million was contributed, for a total \$12 million. Numerous community entities also collaborate with a wide range of high school programs. UCLA, Century City Hospital, (See A2) Cedars-Sinai Medical Center (Thalians and Teen Line), and the Beverly Hills Maple Center (See A2) provide physical and mental health services on campus and within the community. Residents and interns from the community partners strengthen their own training while supplying essential medical care to our students.

Administrators, AEP staff, and teachers meet 4 times a year with the Chamber of Commerce Education Committee to discuss current educational issues, community educational concerns, and ways that the community and schools can work more closely together to benefit our students (See C1). The Education Committee also locates community placements and sponsors a Youth Recognition Breakfast every year. The Rotary Club annually sponsors the Presidential Classroom and Athletic Luncheon. The College of Education at CSUN, a Digital High School Grant partner, provides training in curriculum integration, assists in evaluating the results of each year's training, provides input on developing a continuum of technology skills, and offers additional methods for successfully implementing technology into the curriculum. Both Pepperdine University and CSUN partner with district on BTSA training.

Career experiences and awareness are available to students through the Community Internship Program. Nearly 150 students interact with about 75 community sponsors to receive on-the-job-training as well as the opportunity to explore vocational aptitudes and interests. In the Work Ability Program, 35 special education students are placed in paid employment to gain employability skills for effective transition to adulthood. Business and community entities that

award scholarships to students include the BHPD, BHFD, Alumni Association, Senior Citizens Association, and approximately 6 private families.

Our partnership with the Beverly Hills Education Foundation (BHEF) exemplifies the commitment of the community to the schools. BHEF was formed in 1978 as a result of public school funding shifting drastically from local to state control. The sole purpose of BHEF is raising necessary funds to maintain excellence in the BHUSD. BHEF is actively supported by the Board of Education, the City Council, city employees, businesses, and residents. Various events include a Walk-a-Thon, an Entertainment Festival, a dinner dance and auction, and production of School Spirit (a calendar and ad book). These community fund-raisers provide the schools with yearly donations of up to \$750,000. In addition to financial assistance, BHEF also honors one teacher from each school, an administrator, and a classified employee at the annual Apple Ball. The principals and the superintendent choose the recipients who receive a crystal apple recognizing their dedication and commitment to education. Two endowment funds, designated for the Performing Arts and English departments, have allowed both departments to provide a level of excellence that would not otherwise have been possible.

## **G2. How does your school involve families in their children's education?**

BHHS supports and enhances both the academic and the social/emotional aspects of the parenting role in our community. Parents are kept informed of their children's progress through student report cards, the School Accountability Report Card, the school Web site, AP Reports, and the School Profile. The principal conducts informational meetings with the parents of GATE and Multicultural students, parents of students at the four elementary schools, and community members at service club meetings. Evaluation results are reported in *Highlights*, on KBEV, over the local radio station; in the *Courier*, through televised Board of Education meetings; and through counselor/parent coffee hours. (See A1 special education parent involvement). At an evening EL Parent K-12 Advisory Committee meeting, Stanford 9 results were explained to families in Russian, Spanish, Hebrew, Farsi, and Korean, as well as English. Individual family conferences with the EL Coordinator and a translator were offered.

BHHS also provides support on parenting issues. (See A3 for transition programs). Three free parenting courses are offered in adult education, 2 of which are taught by 4 school district psychologists. Parents may also take free EL courses, levels 1-6 through adult education, and 2 high school counselors offer a 10-session parent support group 3 times a year. The Iranian-American Parents Association has sponsored 10 workshops relating to parenting issues. Last year a panel discussion conducted in Farsi, including two Iranian teachers and a psychologist, addressed the issue of parenting teenage children.

Families' participation contributes to the success of students (See F5). In 1998-99, 450 PTSA members accumulated 5,694 volunteer hours in activities, including assisting with registration and school-wide mailings, helping in the student store, selling tickets at Carnival, typing and cataloguing in the library, and providing a special luncheon and an afternoon tea honoring the high school staff. Parents also volunteer to sell tickets and refreshments at a variety of Performing Arts and athletic events. The Athletic Parent Booster Club sponsors an Athletic Luncheon with a raffle and a silent auction and recognizes outstanding student athletes. The PTSA has sponsored evening programs dealing with issues such as ethics, State propositions, and the modernization process; and informational programs at PTSA meetings on issues like the Princeton Review, the smoking cessation program, and test anxiety. PTSA's student-hosted, informational program on KBEV is called "PTSA Presents – Questions and Answers."

Two-way communication between parents and the school also includes frequent interaction between parents and teachers. Teachers have their own classroom outside line, E-mail addresses, and voice-mail boxes to facilitate communication. Open House and Back-to-School nights permit a free exchange of information and ideas, and parents may request student weekly progress-check cards. Approximately 100 parents also subscribe to *Highlights*. Volunteer Parent Liaisons from PTSA, assigned to various departments in the school, have contributed to school enrichment. The PTSA president described her frequent interactions with the principal and staff in these words: "I have always felt very welcome and appreciated by Ben, regardless of my questions or suggestions. I have been able to see him whenever I requested and am able to drop in and visit with his secretary for simple questions and answers. I have also experienced the same type of interaction with the rest of the high school staff."

### **G3. How does the school support the needs and concerns of families?**

The identification of needs and concerns are discussed in A1, A2, and B2. The school has well-established partnerships to coordinate services to students and their families. Health partners include Century City Hospital, UCLA, the Maple Center, and Thailians through Cedar-Sinai, providing services free or on a sliding scale. Health and social services on campus include vision/hearing testing, a school psychologist, and an intervention specialist. Social service partners include the Korean Youth Center, Jewish Family Services, and Children's Services Agency. Adult education classes are discussed in G2. Nutrition information is offered to students in health and foods classes on site. Students have access to public transportation, parent rides, and limited on-site parking. Parents schedule conferences with teachers, counselors, and administrators between 7:30 A.M. and 3:30 P.M. during the week. Parent information sessions are scheduled both during the day and in the evening (See A3), and parents have access to school personnel through school programs, phone conferences and E-mail.

### **G4. How are educational resources in the school and the community used to extend learning opportunities for students, teachers, and families?**

Career experiences and awareness are available to students through the Community Internship Program discussed in G1. Community learning opportunities for teachers during the past 3 years have included "Tools for Tolerance" at the Museum of Tolerance (See B1), The Museum of Radio and Television, the Getty Museum (See E2), and the Beverly Hills Public Library. These extended learning opportunities have been integrated into the curriculum, along with trips to LACMA, the Huntington Library, the Bilingual Foundation of the Arts, various theatrical performances, and field trips to court-houses. Students have also had the opportunity to participate in the ACIS trips to Europe with faculty sponsors. These trips have focused on art and history. Extended use of the school's facilities includes the library which has extended hours two days a week; the weight rooms, open from 6:00 A.M.-4:30 P.M.; and the track, basketball and tennis courts, and pool which are available at designated times.

## **H. Indicators of Success**

### **H1. What is your school's overall approach to assessment? How do your methods align with your educational vision/mission and curriculum? What questions about assessment is your school currently addressing?**

Our overall approach to assessment involves utilizing multiple measures from local, state, and national data to evaluate the depth of the curriculum and the quality of the instructional

programs. This data also permits guidance counselors, students, and parents to adjust students' 4 year plans and make appropriate post-graduate applications to employment or colleges. Local assessments are discussed in A1, C6, D2, and H6. State and local tests are discussed in C1, C2, C4, C5, C7, and H5. National norm referenced tests are discussed in C2, C4, C5, C7, and H4

Prior to the advent of the state-mandated Stanford 9 test, BHUSD had adopted the Iowa Test of Basic Skills (ITBS) as the district assessment instrument to track educational growth of K-12 students. A district wide committee of teachers, representing all grade levels and subject areas, met with the Assistant Superintendent of Instruction and examined a series of tests. The ITBS allowed the most accurate measure of our instructional program with the same students over a period of years. The testing plan was in the third year of phase-in when we were required to add another major test. The cost and the loss of instructional time to give both tests precluded a continuation of the ITBS. Unfortunately, the Stanford 9 does not fully align with our curriculum in each area; nor does it provide us with an accurate measure of reading skills for students in the lowest third of the rankings. Consequently, we continue to administer the ITBS to 8<sup>th</sup> and 11<sup>th</sup> graders in reading to obtain an accurate measure of which individual students require remediation. It is also necessary to re-test the students being placed in the special reading class (See F7) to have an accurate baseline for improvement. The norm-referenced Gates-McGinitie and the Nelson Deny tests are given internally as they produce scores consistent with those of the ITBS. In addition, BHHS does not offer 9<sup>th</sup> grade science or 10<sup>th</sup> grade social studies, except to honors students, resulting in lower scores on the Stanford 9 at those levels. The viability of adjusting our curriculum is being discussed and alternatives are being investigated. California is in the 3<sup>rd</sup> year of a 5 year contract with Harcourt-Brace Publishing Company. During these remaining years of the contract, we will continue to address the deficiencies that are revealed by the Stanford 9 and supplement that test with those currently used.

## **H2. How do you use assessment results to understand and improve student and school performance? How are data used to influence decision-making?**

The ways BHHS uses assessment results to understand and improve student and school performance has been discussed extensively in A1, C4, C5, C6, E1, and F7. Generally, our combination of proficiency and accelerated placement tests at the site level enables appropriate program adjustments to be made for students and the correct number of sections and courses to be offered. The results of state and national testing allow curriculum to be modified or realigned and new courses to be created. PSAT results, given to 10<sup>th</sup>/11<sup>th</sup> teachers as well as students, result in effective reviewing of relevant content. We are continually reviewing data throughout the school as we make decisions on courses and content.

## **H3. What assessment data are communicated to students, parents, and the community? What are the purposes of these communications? How does the school ensure that these stakeholders understand the standards for judgment and the meaning of the data?**

Assessment data communicated directly to the students include class work evaluations on assignments, writing proficiency exam results, honors test results, and PSAT results. Assessment data communicated to students and parents include 5 week progress reports and 10 week grades, results of reading proficiency tests for 11<sup>th</sup> graders if reading remediation is necessary, and the results of the Stanford 9 test. See E1 and G2 for additional distribution and explanation of results information.

Both students and parents need to be able to measure student success in a variety of academic venues in order to make appropriate choices for modifications in homework completion, study habits, study skills, educational paths, extra-curricular choices, employment choices, and extent of social activities. Providing students with the results of their work provides them with the opportunity to assess their own performance and make any necessary changes. Involving parents in this assessment process invites them into the educational process to help their children make the right choices and interact effectively with the school. The position of the community toward the school is discussed in G2. Keeping the community stakeholders apprised of the quality of the education at BHHS strengthens the partnership process. Initial reports are fully explained to all of the stakeholders (See G2). Follow-up explanations are available through conferences, group meetings, and/or phone calls.

#### **H4. What standardized norm-referenced tests developed on the national, state, or district level has your school given in the last five years? What are the results for the last five years?**

The following tables present 5 years of data on a combination of Stanford 9 and Iowa Test of Basic Skills (ITBS), as well as the results from 5 years of the SAT I math and verbal scores. The Stanford 9 and ITBS scores are combined as we do not have 5 years worth of data from either test. The reasons for this testing pattern are presented in H1. Stanford 9 scores are on the left, and ITBS scores are on the right. Students excluded from the Stanford 9 Test are discussed in the summary table prior to the SAT I results.

BHHS actually ranked 6<sup>th</sup> in the state on the Stanford 9 among unified school districts; only one of the higher ranked high schools had an LEP (Limited English Proficient) population in excess of ours.

Test: Stanford 9 (1997-1999)

Publisher: Harcourt Brace & Company

Excluded groups: Special Ed and 504 students who received testing modifications from Stanford 9. EL and Special Education are excluded from the Iowa test.

Test: Iowa Test of Educational Development (1994-1998)

Publisher: Riverside Publishing Company

A

<b>Grade 11</b>	<b>1998-1999</b>		<b>1997-1998</b>		<b>1996-1997</b>	<b>1995-1996</b>	<b>1994-1995</b>
Testing month	April		April		December	November	December
<b>School Scores</b>	63.6	68	61.3	81	85	85	78
Number Tested	469	462	484	436	451	384	437
Percent Tested	97.1	95.7	99.4	91.4	99.1	90.1	100
<b>SUBTEST SCORES</b>							
1. Reading	57	68	56.2	81	81	83	77
2. Mathematics	69.9		68.4		99	93	87
3. Language Expression	62.9		58.4		76	76	71
4. Language Mechanics	66.4		63.4				
5. Science	59.5		56.8				
6. Social Science	65.9		64.6				

<b>Grade 10</b>	<b>1998-1999</b>	<b>1997-1998</b>	<b>1996-1997</b>	<b>1995-1996</b>
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Testing month	April	April	April	April
<b>School Scores</b>	61.3	60.1	85	78.7
Number Tested	472	498	429	452
Percent Tested	96.7	99.4	97.3	90.8
<b>SUBTEST SCORES</b>				
1. Reading	56	54	80	74
2. Mathematics	66.4	66.1	90	90
3. Language Expression	62.5	59.4	77	72
4. Language Mechanics	66.3	63.1		
5. Science	59.1	59.3		
6. Social Science	57.4	58.7		

<b>Grade 9</b>	<b>1998-1999</b>	<b>1997-1998</b>	<b>1996-1997</b>	<b>1995-1996</b>
Testing month	April	April	April	April
<b>School Scores</b>	62.5	61.7	80	84.3
Number Tested	514	492	450	423
Percent Tested	99.4	96.3	95.1	93.8
<b>SUBTEST SCORES</b>				
1. Reading	57	55.8	74	74
2. Mathematics	69.5	68.5	90	99
3. Language Expression	67	66.6	77	80
4. Language Mechanics	65.8	64.3		
5. Science	54.8	54.4		
6. Social Science	60.8	60.4		

Summary table: EL and Special Education **are included** in Iowa test but not in Stanford 9.

Scores are in NCEs	1998-1999		1997-1998		1996-1997	1995-1996	1994-1995
Grade 11 scores	63.6	68	61.3	81	76	66	71
Grade 10 scores	61.3		60.1		73	73	
Grade 9 scores	62.5		61.7		71	75	

Stanford 9 does not include statistical data for students who received untimed testing. Approximately 60 students (4%) in 1998 and 90 students (6%) in 1999 were administered untimed Stanford 9 Tests. Since these students received extra time, they were disaggregated from the school-wide statistics, but each student received individual raw scores so that their personal progress could be evaluated.

## **BEVERLY HILLS HIGH SCHOOL SAT I 1995-1999**

<b>YEA R</b>	<b>Total Senior</b>	<b>% Tested</b>	<b>BHHS MATH</b>	<b>CA MATH</b>	<b>NATIO N MATH</b>	<b>BHHS VERBAL</b>	<b>CA VERBA L</b>	<b>NATIO N VERBA L</b>
1995	335	76.1	573	509	506	533	492	504
1996	372	79.6	575	511	508	528	495	505
1997	308	76.4	575	514	511	540	496	505
1998	372	77.3	585	516	512	532	497	505
1999	371	79.8	591	514	511	548	497	505

### **H5. What criterion-referenced tests do you use? What are the results for the last five years?**

In addition to the Golden State Exams presented below, the high school also administers a 10<sup>th</sup> grade writing proficiency exam, scored by a rubric developed by English teachers. The purpose of the exam is to assess writing proficiency and determine course placement. Ultimately every student achieves proficiency. It is not an achievement test; therefore, records are not kept for that purpose (See C1). English, math, foreign language, and science give departmental final exams to measure student content mastery. Results of these examinations are returned to teachers for classroom level curriculum or instructional modifications. After the initial curve has been determined, no further departmental data is kept.

### **Golden State Exam Results 1995-1999**

<b>U.S. HISTORY</b>	<b>Total CA achieving Recognition</b>	<b>Total BHHS achieving Recognition</b>	<b>High Honors BHHS</b>	<b>Honors BHHS</b>	<b>State recognition BHHS</b>	<b># Tested BHHS</b>
1995	NA	<b>87.1%</b>	33.1%	20.9%	33.1%	148
1996	36.0%	<b>78.6%</b>	22.1%	27.9%	28.6%	154
1997	39.6%	<b>73.1%</b>	15.2%	24.0%	33.9%	171
1998	37.3%	<b>79.3%</b>	25.0%	22.9%	31.4%	140
1999	36.9	<b>71.1%</b>	9.2%	36.6%	25.4%	142

<b>GEOMET RY</b>	<b>Total CA achieving recognition</b>	<b>Total BHHS achieving recognition</b>	<b>High Honors BHHS</b>	<b>Honors BHHS</b>	<b>State recognition BHHS</b>	<b># Tested BHHS</b>
1995	NA	<b>46.4%</b>	18.4%	10.7%	16.3%	196
1996	31.0%	<b>61.6%</b>	23.0%	19.4%	18.2%	165
1997	32.4%	<b>55.3%</b>	18.6%	16.8%	19.9%	226
1998	34.9%	<b>70.2%</b>	27.0%	30.9%	12.4%	178
1999	36.7%	<b>53.8%</b>	10.6%	19.4%	23.8%	160

<b>ALGEBRA</b>	Total CA Achieving recognition	Total BHHS achieving recognition	High Honors	Honors	State recognition	# Tested
<b>1995</b>	NA	<b>57.8%</b>	17.8%	11.1%	28.9%	180
<b>1996</b>	28.0%	<b>57.3%</b>	13.6%	15.3%	28.4%	176
<b>1997</b>	29.8%	<b>45.1%</b>	13.5%	12.3%	19.3%	171
<b>1998</b>	29.5%	<b>56.3%</b>	17.0%	23.2%	16.1%	112
<b>1999</b>	27.4%	<b>48.0%</b>	5.8%	20.7%	21.5%	121

<b>BIOLOGY</b>	Total CA achieving recognition	Total BHHS achieving recognition	High Honors	Honors	State recognition	# Tested
<b>1995</b>	NA	<b>56.7%</b>	9.3%	7.6%	39.8%	354
<b>1996</b>	38.0%	<b>46.6%</b>	10.4%	7.1%	29.0%	393
<b>1997</b>	34.4%	<b>47.6%</b>	6.4%	16.5%	24.7%	389
<b>1998</b>	39.0%	<b>57.1%</b>	17.0%	15.7%	24.4%	389
<b>1999</b>	35.5%	<b>43.9%</b>	6.9%	16.0%	21.0%	362

<b>CHEMISTRY</b>	Total CA Achieving recognition	Total BHHS achieving recognition	High Honors	Honors	State recognition	# Tested
<b>1995</b>	NA	<b>37.1%</b>	9.0%	5.1%	23.0%	178
<b>1996</b>	39.0%	<b>35.8%</b>	11.2%	11.2%	13.4%	179
<b>1997</b>	36.6%	<b>45.3%</b>	8.4%	12.3%	24.6%	179
<b>1998</b>	39.5%	<b>56.0%</b>	16.3%	19.1%	20.6%	257
<b>1999</b>	39.1%	<b>53.4%</b>	15.5%	18.4%	19.4%	206

California does not distribute comparison data for the Golden State Examinations as these tests are not taken by all students and are intended to reflect individual student learning, not to evaluate programs. It is possible, however, to compute state achievement averages from the raw data given. Those averages are presented in the 2<sup>nd</sup> column in the charts above, indicating that our testing students generally score well above state averages. The tests listed have been given at BHHS for at least 5 years.

#### **H6. What alternative assessments of student performance do you use?**

Alternative assessments are a critical tool utilized by the BHHS staff at the classroom level to verify the mastery of concepts by all students with different learning styles and modalities (See C5). Many English teachers use unit portfolios, containing scoring rubrics and student self-assessments, for evaluation in literature. In Physics and Physical Science classes, specific rubrics are also employed on student-centered, inquiry-based projects that include building a raw egg drop vehicle, a water bottle rocket, electric cars, and bridges. Last year 60 students participated in the bridge building, over 200 participated in the electric car races, over 300 participated in both the water bottle rockets and raw egg drop. The 1998-1999 grades for the electric car project were a 95% average. The rubric for this project emphasizes methodologies and outcome



elements, including a written proposal, material parameters, and vehicle performance standards. The rigorous material requirements specify that the electric cars must be engineered entirely by the students, who must do all of the wiring, welding, gear, and steering construction. Further, they are permitted to use only two 1.5-volt motors; the car must weigh fewer than 0.4 kilograms, be less than 25 cm long, and operate completely independently. The performance standards demand that students hone their creations through trial and error. The car must travel 10 meters in a straight line, in less than 4.5 seconds. Finally, the cars are raced against one another in tournament style brackets. These engaging, real world, hands on, student centered, alternative assessments have contributed significantly to outstanding results (20% more students are achieving a B or better in Physics), enabling students of all ability levels and learning modalities to succeed and demonstrate meaningful concept proficiency. The 3 examples presented in D2 also involve evaluation by rubric.

**H7. What are the data for the past five years in the following areas that serve as quantitative indicators of school climate and engagement?**

	1998-1999	1997-1998	1996-1997	1995-1996	1994-1995
<b>Daily Student Attendance</b>	97.73%	98.76%	97.74%	96.71%	98.06%
<b>Daily Teacher Attendance</b>	96.67%	96.33%	97.02%	NA	NA
<b>Teacher Turnover Rate</b>	13%	7.9%	13.2%	4.9%	8%
<b>Student Dropout Rate</b>	0%	0%	0%	0.2%	0.5%

20 teachers retired: 3 died, and 28 resigned. Of those who resigned, 12 took other teaching positions, 3 are raising families, 5 moved, 1 is on disability, 6 changed professions, and 1 is in graduate school.

**H8. Which awards received by your school, staff, or students are most indicative of school success?**

- WASC 6 year clear accreditation (1994-1995) attests to the overall excellence of the programs and services at BHHS, without a mid-term check.
- California Distinguished School Recognition Award (1998-1999) validates our “full array of academic resources and support services to insure [student] success...”
- University of Southern California Outstanding Science Teacher Recognition to Chris Bushee (1998-1999) recognizes the academic expertise on the part of one of our teachers.
- Ohio State University Entrepreneurship 101 Award to Steve Rappaport (1998-1999), given for creativity in entrepreneurship education, speaks to the strength of our applied education program.
- Tandy Corporation Scholar, recognized in *Time* magazine as 1 of the top 100 students in the nation, (1998). Sumita Kumar’s award represents the excellence that is possible at this high school.
- United States Chemistry Olympiad Finalist (1998-1999). Through a series of qualifying tests, Charles Duan, an 11<sup>th</sup> grader, ranked 8<sup>th</sup> in the nation in chemistry.
- All-American Newspaper Award presented by the National Scholastic Press Association. The student staffs of *Highlights* have won this award every year for the past 25 years.

- CIF Boys' Tennis Championship (1997-1998 and 1998-1999). Athletic excellence is an important component of our total program, and this award recognizes that element in a team effort.

**H9. (*Secondary Schools Only*) What were the students who graduated in Spring 1999 doing as of September 1999?**

	Graduating class size	<u>454</u>
Enrolled in a 4-year college or university	<u>53%</u>	Found
employment,	<u>0%</u>	
Enrolled in a community college	<u>44%</u>	Military service, <u>0%</u>
Enrolled in vocational training	<u>1%</u>	Other (travel, staying home, etc.) <u>2%</u>
Unknown,	<u>0%</u>	

Seniors filled out a matriculation survey in May 1999 indicating their final decisions. That data was divided by the total number of seniors surveyed to arrive at the above percentages. Last year's data is consistent with data from prior years.

**New American High Schools  
FY1998 School Identification Process  
Blue Ribbon Cross-Reference Matrix**

*\*\* Criteria outlined in bold face type indicate areas that are not specifically prescribed in the Blue Ribbon application. Applicants may wish to target their additional narrative towards these areas.*

Evaluation Criteria	Blue Ribbon Schools application section	Page Numbers	Additional Narrative Submitted (Yes/No)
<b>Evaluation Criterion 1: Quality of Systemic Reform Efforts (60 points)</b> <b>Considerations: In applying this criterion, reviewers will consider the extent to which the school community has effectively utilized the following strategies in the overall design of their school improvement model:</b>			
<b>All the core activities of the school concentrate on student learning and achievement. <i>Explain how goals and objectives for student learning and development flow from the school's vision and include expectations for high academic achievement, citizenship, and preparation for life and work for all students. Illustrate how curriculum, instruction, assessment, scheduling, staff development, hiring, and student advising are designed to promote student success. [These practices are continually reviewed and improved.]</i></b>	<b>A Student Focus and Support: A1 and A3</b>	pp.10-11 and pp. 11-12	No
	<b>C Challenging Standards and Curriculum: C1, C4, C5, and C6</b>	p. 16-17 and pp. 18-24	No
	<b>D Active Teaching and Learning: D2 and D4</b>		No
	<b>E Professional Community: E2 and E3</b>	pp. 25-26	No
	<b>F Leadership and Educational Vitality: F2</b>	pp. 26-27	No
		pp. 28-29	No
<b>All students are expected to master the same rigorous academic material. High expectations are established for student achievement. <i>Describe how the overall curriculum incorporates a purposely developed and articulated program of studies clearly designed to ensure high levels of achievement of all students of school goals and challenging objectives for: academic learning, personal growth, citizenship development, and preparation for work and higher education. [The general track has been eliminated.]</i></b>	<b>C Challenging Standards and Curriculum: C1, C3, C5, and C7</b>	pp. 30-31	No
		pp. 16-17	No
		pp. 17-18	No
		pp. 19-22	No
	<b>E. Professional Community: E2 and E3</b>	p. 24	No
		pp. 28-29	No

<p><b>Staff development and planning emphasize student learning and achievement.</b>  <i>Indicators may include activities such as 1. Faculty have time to meet regularly to plan and evaluate student progress; 2. Teachers work together across academic and technical disciplines; 3. Teachers and counselors do internships in workplaces to learn how work and academic and technical skill requirements are changing and to develop ideas for curricula and classroom projects; and 4. The school systematically uses the results of student assessment, staff evaluations, and school reviews to develop both personal and school plans for professional growth.</i></p>	<p>C. Challenging Standard and Curriculum: C4, C5, and C6  D. Active Teaching and Learning: D4  E Professional Community: E1, E2, E3, and E4</p>	<p>pp. 18-19  pp. 19-22  pp. 22-24  pp. 26-27    pp. 27-29</p>	<p>No  No  No  No    No</p>
<p><b>The curricula are challenging, relevant and covers material in depth.</b>  <i>For each subject area a coherent scope and sequence is in place designed to accomplish the expectation that each student will learn significant content and essential cross content skills in order to be fully prepared for higher education and the world of work. Teaching takes into account students' special interests and learning styles, and requires students to think, develop understanding, and apply learning to real-life problems.</i></p>	<p>C. Challenging Standards and Curriculum: C1, C5, C6, and C7    D. Active Teaching and Learning: D2</p>	<p>pp. 16-17  pp. 19-22  pp. 22-24  p. 24    pp. 25-26</p>	<p>No  No  No  No    No</p>
<p><b>Schools are using new forms of assessment.</b> <i>Explain how the school has incorporated the use of performance-based assessments (portfolios, projects, and work-based competency tests) into their comprehensive assessment system. These assessments include established evaluation criteria and measurement practices.</i></p>	<p>C. Challenging Standards and Curriculum: C5 and C6  D. Active Teaching and Learning: D1 and D2  H. Indicators of Success: H6</p>	<p>pp. 19-24    pp. 25-26    pp. 39-40</p>	<p>No    No    No</p>
<p><b>Students get extra support from adults.</b> <i>Indicators may include</i></p>	<p>Part III, Summary  A. Student Focus and</p>	<p>p.7</p>	<p>No</p>

<p><i>activities such as: 1. Students have mentors who help them with their schoolwork, career exploration and preparation for college; 2. They receive extra help with schoolwork after-school, on weekends and during the summer; and 3. Teachers, counselors and advisors are responsible for a smaller number of students than in traditional high schools and often work with the same students for two or more years.</i></p>	<p>Support: A1, A2, and A3 C. Challenging Standards and Curriculum: C5 and C6</p>	<p>pp. 10-12  pp. 19-22 pp.22-24</p>	<p>No  No No</p>
<p><b>Students learn about careers and college opportunities through real-life experiences.</b> <i>Students participate in community service, workplace internships, school-based enterprises, cooperative education, apprenticeships and entrepreneurship activities. They learn what knowledge and skills are required to enter college and pursue careers.</i> <i>Contextual experiences provide students with the opportunity to apply academic knowledge and conceptually link what is learned in the classroom with real life situations. They turn workplaces into active learning environments; linked with in-school curricula these activities provide rigor and meaning to the educational experience and result in helping students reach high academic standards.</i></p>	<p>A. Student Focus and Support: A3, A4 C Challenging Standards and Curriculum: C1, C3, C5, and C6 D. Active Teaching and Learning: D4 F. Leadership and Educational Vitality: F5</p>	<p>pp. 11-12  pp. 16-18 pp. 19-24  pp. 26-27  p.32</p>	<p>No  No No  No  No</p>
<p><b>Schools create small, highly personalized and safe learning environments.</b> <i>They are often organized into schools-within-schools, academies, clusters or houses. The organizational design provides opportunities for students to apply their learning and understand the relevance between their academic classes and future careers, interests or aspirations.</i></p>	<p>A. Student Focus and Support: A1 B. School Organization and Culture: B4 C. Challenging Standards and Curriculum: C3, C5 and C6</p>	<p>pp.10-11  pp. 15-16  pp. 17-18 pp. 19-24</p>	<p>Yes, see p.46 of the attached narrative.</p>

<p>Technology is integrated into the classroom to provide high-quality instruction, and students have opportunities to gain computer and other technical skills. <i>Explain how the school has integrated the use of technology to support learning throughout the curriculum, and enhance school administration. Indicators may include activities such as: 1. All students have equal access to current technology to support their educational goals and needs; and 2. Teachers and students have time and the knowledge to utilize the Internet and other technology for a variety of uses, such as writing, research and problem solving.</i></p>	<p>C: Challenging Standards and Curriculum: C1 and C6 D. Active Teaching and Learning: D2, D3, and D4 F. Leadership and Educational Vitality: F6</p>	<p>Pp. 16-17 pp. 22-24 pp. 25-27</p> <p>pp. 32-33</p>	<p>No No No</p> <p>No</p>
<p><b>Periods of instruction are longer and more flexible.</b> <i>There is more time to get into subjects in depth and to make connections among subjects, for example, math, science and technology. There is also more time for labs, technical course work, off-campus learning, and to undertake complex projects. In essence, the organization of the school day reflects the school's goals and priorities and its overarching commitment that all students will achieve high academic standards.</i></p>	<p>C. Challenging Standards and Curriculum: C4</p>	<p>pp. 18-19</p>	<p>Yes, see pp. 45-46 of the attached narrative.</p>
<p><b>Strong partnerships are forged with middle schools and colleges.</b> <i>Teachers work together to align course requirements, provide students with opportunities to take higher level course work (e.g., Articulation agreements, advanced placement credits), and prepare students to make successful transitions to the next level of education and work.</i></p>	<p>A. Student Focus and Support: A3 and A4 C. Challenging Standards and Curriculum: C1, C3, C5, C6, C7, and C8</p>	<p>pp. 11-12</p> <p>pp. 16-17 pp. 17-18 pp. 21-22, 23-25</p>	<p>No</p> <p>No No No</p>
<p><b>Schools form active alliances with parents, employers, community members and policymakers to promote student learning and ensure</b></p>	<p>C. Challenging Standards and Curriculum: C6 G. School, Family, and</p>	<p>pp. 22-24</p> <p>pp. 33-36</p>	<p>No</p> <p>No</p>

accountability for results. <i>Describe the roles and responsibilities of key partners and stakeholders in promoting educational excellence and helping students achieve high academic skills, personal growth, citizenship development and preparation for work and higher education.</i>	Community Partnerships: G1, G2, G3, and G4		
<b>Evaluation Criterion 2: Engagement of all Students (15 points)</b> <b>Considerations: In applying this criterion, reviewers will consider the extent to which the school community has effectively involved all constituencies of students in its school improvement efforts, specifically ---</b>			
The extent to which the school community has developed realistic strategies to guarantee the inclusion of students from a broad range of backgrounds and circumstances, including disadvantaged or “at-risk” students, students with diverse racial, ethnic or cultural backgrounds, American Indians, students with limited-English proficiency, academically talented students and students with disabilities, and ensure the successfully completion of their educational and career related goals.	A. Student Focus and Support: A1, A2 , A4, and A5  B. School Organization and Culture: B1 and B2  C. Challenging Standards and Curriculum: C1, C2, and C3, C4, C5, C6  D. F. Leadership and Educational Vitality: F7	pp. 10-11 pp. 12-13  pp. 13-14  pp. 16-18 pp. 18-19 pp. 19-21 p. 24 p. 334	No No  No No No No No
Whether the school community has identified potential barriers to the participation of any students, and the degree to which it proposes effective ways of overcoming these barriers.	A. B. School Organization and Culture: B2	p. 14	Yes, see p.47 of the attached narrative.
<b>The degree to which the school community has developed realistic goals and strategies for assisting young women to participate in planned programs and educational endeavors.</b>	A. Student Focus and Support: A4 B. School Organization and Culture: B1 and B4	p. 12 pp. 13-14 pp. 15-16	Yes, see p.46 of the attached narrative.
<b>Evaluation Criterion 3: Data Collection and Program Integrity (15 points)</b> <b>Considerations: In applying this criterion, reviewers will consider the extent to which the school community provides quantifiable evidence of the effectiveness of school community practices and initiatives on student outcomes and school performance, specifically ---</b>			

Whether the school community uses multiple indicators to measure student achievement and overall school performance (student assessments [national, state and district], articulation to post-secondary and student follow up data, school climate and engagement data, and stakeholder satisfaction surveys).	A. Student Focus and Support: A1 and A2 C Challenging Standards and Curriculum: C1, C2, C5, C6, C7  H. Indicators of Success: H1-H9	pp. 10-11  pp. 16-17 pp. 19-23 p. 24  pp. 36-40	No  No No  No
The degree to which assessment results are used to understand and improve instructional methods, and student and school performance (provide evidence of staff commitment to continuous data based program improvement).	A. Student Focus and Support: A1 C. Challenging Standards and Curriculum: C4 E. Professional Community: E1 F. Leadership and Educational Vitality: F4 and F7 H: Indicators of Success: H2	pp. 10-11  pp. 18-19  pp. 27-28  pp. 31-33 p. 36	No  No  No No No
<b>Whether the school community has a regularly scheduled process for improving or redesigning their instructional practices based on performance outcomes.</b>	C. Challenging Standards and Curriculum: C4 F. Leadership and Educational Vitality: F3	pp. 18-19  p. 31	No  No
The degree to which the school community uses external resources (research findings, education reform networks, national or state data) to inform and improve instructional practices, and student and school performance.	B. School Organization and Culture: B4 E. Professional Community: E2 G. School, Family, and Community Partnerships: G1 H. Indicators of Success: H2, H4, and H5	pp. 15-16  p. 28  pp. 33-34 pp. 36-37 pp. 37-39	No  No  No No No
<b>Evaluation Criterion 4: Information Synthesis and Dissemination Efforts (10 points)</b> <b>Considerations: In applying this criterion, reviewers will consider the extent to which the school community will support the Department's efforts to build capacity of NAHS concepts and methodologies, specifically ---</b>			
<b>Whether the school community has conceptualized/developed a marketing plan scaled to meet the</b>	C. Challenging Standards and Curriculum: C6	p. 23	Yes, see p. 47 of the attached



<b>information and technical assistance demands of the general public and education practitioners from across the country.</b>	F. Leadership and Educational Vitality: F6	pp. 32-33	narrative
<b>Whether the school community has developed innovative and variable approaches to packaging and marketing its strategies, products and message throughout the larger education community.</b>	B. School Organization and Culture: B3 D. Active Teaching and Learning: D3 and D4 E. Professional Community: E4 H. Indicators of Success: H7	pp. 14-15 pp. 26-27 p .29 pp. 37-38	No No No No
<b>To what extent is the “method of delivery” considered likely to ensure a broad coverage of interested constituency groups.</b>	A. Student Focus and Support: A4 B. School Organization and Culture: B2 C. Challenging Standards and Curriculum: C6 D. Active Teaching and Learning: D3 and D4 G. School, Family, and Community Partnerships: G2	p. 12 p. 14 pp. 22-24 pp. 26-27 pp. 34-35	No No No No No

### **Periods of instruction are longer and more flexible.**

In addition to the block programs in English and Social Studies, one extra period a week was added to the AP Biology, Chemistry, and Physics classes in response to requests from parents, students, and staff. Additional time was awarded to afford more instructional time to accommodate the rigorous nature of the content and laboratory support time to ensure full mastery of the abstract concepts. Further, the additional time allows for meaningful, in-depth, and dynamic assessment and ensures that we are providing the richest learning environment possible.

In addition, Beverly Hills High School students who have completed their graduation requirements in a specific subject and wish to explore topics further are granted release time to experience off campus learning by attending local colleges and universities. Typically, this occurs in science and mathematics, with students attending UCLA or Santa Monica College to further their education. Students also have extensive employment opportunities through ROP, allowing them to learn new skills or explore areas of interest to them.

### **The degree to which the school community has developed realistic goals and strategies for assisting young women to participate in planned programs and educational endeavors.**

Beverly Hills High School aggressively approaches the area of gender equity in both the academic and athletic setting, encouraging female participation in every aspect of the school. The administrative staffs, counselors, teachers, and teacher aids actively promote sensitivity, support and awareness regarding young women in all settings of the school community. The data collected supports the notion that Beverly Hills High School has succeeded in promoting a healthy and equitable learning environment with opportunities for all. Young women make up 57.3% of Honors classes, 51.4% of AP classes, 41.6% of Developmental classes, 65.1% of Journalism classes, 59.2% of Performing Arts classes, 39.4% of Technical Arts classes, 40% of athletes, and 69.2% of student leadership positions. In addition, the fact that the last two ASB presidents have been young women attests to gender equity being a way of life on this campus, not an isolated program.

Gender equity is particularly notable in the areas of math and science. Fifty percent of our two-time State finalist Science team (8 of 16) are female, well above the Los Angeles County average of 15%. Furthermore, 50% of our math and science teachers (14 of 28) are women, providing superb role models.

### **Schools create small, highly personalized and safe learning environments.**

Beverly Hills High School has been able to create the sense of a personal and safe learning environment within the larger school community. The extremely low counselor to student ratio of 262 to 1 (compared to the CA state average of 1,056 to 1 [LA Times 7/6/99]) provides frequent, consistent contact and personalized attention. Beyond the informal, drop-in contacts between students and counselors, there are a series of organized contacts designed to meet student needs. In the 9th grade counselors conduct individual meetings with students and their parents, advising them about high school graduation requirements, college admission and eligibility, and personal guidance. In the 10th grade counselors hold afternoon and evening meetings for students and their parents to discuss the PSAT and college requirements, course selections for grade 11, summer school options, and high school graduation requirements. In the 11th grade students and their parents attend an individual hour long conference to discuss post-high school plans, financial aid, high school graduation requirements, admissions testing programs, and summer school options. The students remain within one of three houses throughout their four years, with the same counselor and assistant principal, further ensuring continuity and stability.

Beverly Hills High School also offers extensive clubs and activities. There were 622 students participating in 45 academic, cultural, and service clubs, sponsored by approximately 50% of the staff, further providing highly personalized learning communities for the students.

Small teacher-student ratios in most classes and the interactive group projects so prevalent in the high school also create a very personal learning environment. We also actively encourage students to become involved in athletics, media, performing arts, and a host of other smaller communities within the school.

**Whether the school community has identified potential barriers to the participation of any students, and the degree to which it proposes effective ways of overcoming these barriers.**

Beverly Hills High School diligently seeks to solve problems, proactively and enterprisingly. As various academic, social, and financial challenges have arisen, the school has investigated the situations from the perspective of all relevant and interested stakeholders and sought out support personnel to formulate alternative, equitable solutions.

We have a wealth of human and financial resources at our disposal and an administrative staff that is in touch with the needs of the school community and committed to fostering an environment “where all share a common purpose and a joy for learning.” Channels of communication are always open and the teachers, students, parents, and community members and the multiple committees they serve on form a comprehensive mechanism for dealing with potential barriers. The community has made it clear in their delineation of policies in Strategic Action Plan 2000 Plus that, among other things, “Nothing will take precedence over the elementary through secondary school program” and that “We will not tolerate prejudicial discrimination by anyone.” We are committed to prevail on behalf of every student given into our care for education.

**Whether the school community has conceptualized/developed a marketing plan scaled to meet the information and technical assistance demands of the general public and educational practitioners from across the country.**

Beverly Hills High School is developing an integrated network of communication facilities through print, media broadcasting, and Internet resources.

As the Internet is now a major research/information medium, the school web site is designed to provide both the local and more far-reaching communities with relevant and interesting information about the school. The Beverly Hills High School web site contains course descriptions, faculty biographies, school awards, award-winning school programs, special programs, student clubs, and student policies. A copy of the School Report Card, linked to the web site, includes a wealth of school-related data. The web site also includes such visuals as a virtual reality view of the school from the front lawn, an annotated aerial photograph of the school, and an online interactive map to the school. The web site appears to receive several thousand hits each month, many from countries all over the world.

The district has funded positions for Webmaster for the past two years, ensuring continued growth and updating of the web site. The Webmaster also routinely answers or routes questions about the school.

To facilitate greater communication with the school, e-mail addresses, ether-net lines, and telephone extensions are being added to the site and will be fully available as the e-mail and phone systems are finalized on campus. Computer support personnel are being added, hardware is being upgraded, and training is being expanded. This year a school calendar phone line has been added to provide the community with weekly updates of school activities and academic events.

The television and radio stations, along with the school newspaper and yearbooks, combine with numerous information documents to create a network of resources disseminating information about Beverly Hills programs and activities.